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ABSTRACT

This handbook is intended to assist adult educators in obtaining access to programs and documents devoted to adult education. Resources were selected for inclusion in the handbook on the basis of their availability, scope (resources must be at least national in breadth), and focus on or have some significance to adult educators. The handbook is divided into sections on the following topics: general, concerning resources for adult educators (the role of UNESCO in resources for adult educators, the definition of adult education, adult education in the context of lifelong learning, the professional development and characteristics of adult educators, adult education agencies, language considerations, quality of resources, and policies/declarations on adult education); conferences, symposia, workshops, and meetings on resources and information resources; information organizations (programs, networks, information centers, clearinghouse, libraries, resource centers, and collections); categories of resources (print, media, database systems, professional personnel, associations/organizations, and professional development); location of resources (public/government and nongovernment libraries, adult education agencies, associations and organizations); and supportive services (classification schemes, finances/grants, evaluation, and awards/recognition). (MN)

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SYRACUSE UNIVERSITY RESOURCES FOR EDUCATORS OF ADULTS

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INTERNATIONAL HANDBOOK OF RESOURCES FOR EDUCATORS OF ADULTS

Alexander N. Charters
and
Raymond E. Dengel

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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INTERNATIONAL HANDBOOK OF RESOURCES FOR EDUCATORS OF ADULTS

- English Language Materials -

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1987

Readers are encouraged to send information about corrections, additions or deletions to ensure the accuracy and comprehensiveness of this book.

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INTRODUCTION

The purpose of the International Handbook of Resources for Educators of Adults is to assist adult educators in obtaining access to resources. In this way they may be able to continue more efficiently and effectively their professional development as researchers and practitioners. In time access to resources may improve and enhance the quality of adult education so that adults will gain further control over personal circumstances and future destinies.

This edition of the International Handbook for Educators of Adults builds upon the previous one in looseleaf form by Alexander N. Charters. The outline of this Handbook is more comprehensive than the looseleaf edition. The first edition was designed listing items in each category of the outline even though there were only a few publications/references completed at that time. As new entries were prepared they were periodically distributed to Handbook subscribers as a series of additions. Indeed some of the sections became the basis of publications by UNESCO and other sponsors which have contracts with Syracuse University Publications in Continuing Education (SUPCE).

Since the first edition, many more references have appeared and, in many cases, lists of resources on various aspects of the topic have been published. Accordingly, lists or compilations of references are being cited. In some cases lists are not available and so individual reference items are provided. In other cases a list of references may be supplemented by other references.

Users will find the table of contents helpful in gaining perspectives on adult education they may not have previously attained.

This handbook is written in the English language. It has been reviewed by speakers of English in other countries in order to make it internationally useful. It has also been reviewed by educators of adults who speak other languages so that translations may be facilitated if so desired. Furthermore, the categories are comprised of publications which cite only itmes in the Enlgish language. It is recognized by the Editors that the usefulness of the Handbook is limited in this way.

Three general criteria were used in deciding which resources are to be included in the Handbook. 1) The resources should be available or must be otherwise freely open to Educators of Adults. 2) The scope of the activities of an organization, institution, or information service, or the coverage of publishedaterials, should be at least national in breadth. 3) A program or document should be about Adult Education. If of a more general nature and only partially concerned with Adult Education, that portion should be of significant value and

clearly of interest to Educators of Adults. Also, if the program or document is of a peripheral nature, it should provide materials of value to Educators of Adults.

All references and citations in this Handbook have been collected and are held in the Ernest Bird Library of Syracuse University. Exceptions are some of the Data Base Systems to which Syracuse University does not presently have access. Thus, Educators of Adults are assured that if all other sources are exhausted they may use the materials of Syracuse University. Where appropriate the references are annotated. Information about each item is sufficient so that users may obtain the item if they so desire. Purchase price and user fees are not stated because they are not always available to the editors and because they change over time.

Definitions for some of the categories and subcategories are given. Since most of them are selected from the Librarians' Glossary, there is consistency and credibility to the Handbook.

The Editors recognize that a project of this nature is always incomplete and will probably always be out of date. Accordingly, they welcome users to make comments and suggestions and to provide additional references for future editions. The contributions of users of the Handbook are essential to its further development.

The Editors are appreciative of the comments and suggestions of educators of adults in many countries. At the same time the Editors are responsible for errors. Ms. Cheri Schmitz has been efficient and painstaking in directing this document, in its many stages, through the word processor.

I. GENERAL CONCERNS REGARDING RESOURCES FOR EDUCATORS OF ADULTS

I. A Purpose

This publication is designed to assist Educators of Adults in obtaining access to information resources so they may continue their professional development in the field of Adult and Continuing Education. This development in turn should enhance their effectiveness in the identification and assessment of need, the formulation of objectives and the development, conduct and feedback/evaluation of programs/learning opportunities for adults. It is educators of adults who provide learning opportunities so that adults may further control their own destinies and thereby improve the quality of life for themselves and other members of society. Education for adults may be provided in all categories of pursuits including: citizenship; family life; vocations; professions and career; cultural; religious and recreational.

Educators of adults have many sources of assistance to help them obtain access to resources. This publication is designed to provide a comprehensive guide to all aspects of resources. It is planned for educators of adults at various levels of professional development and in countries at various stages of adult educational development. It includes only resources in the English language.

> Kabwasa (Nsang O'Khan). Informaiton supports for adult education. A conceptual framework. Paris, France: UNESCO, 1982. 11p. 30cm.
>
> The author defines four types of information supports for adult education. These are: 1) institutional supports, 2) media supports, 3) manpower supports, and 4) regulatory supports.

*****

I. A2 Purpose, justification and sponsor of the International Handbook.

In discussions with educators of adults from various countries, the need for assistance in obtaining access to resources appears to have increasing urgency. The field of adult education has grown and continues to expand in reaching more people, to include a broader range of agencies, to include a greater scope in types of programs, and to provide more learning opportunities for adult clients who have a broader spectrum of interest.

To meet this increasing need and demand for adult education more educators of adults are engaging the challenge. Many of these persons who may or may not indentify with the field of Adult Education require training in order to be effective practitioners. The immediate need may be for specific assistance in helping new people in program development. There is also a need for education in theory as well as in evaluation and accountability. However, all educators of adults whether they enter with some training, receive orientation and on the job training, or assistance to further training, require continuing professional development.

References are in alphabetical order.

Charters (Alexander N.) International handbook of resources for educators of adults. Syracuse, NY, USA: Syracuse University Publications in Continuing Education. 1979. various paging. 27cm. (Revised edition forthcoming)

The publication is a reference tool for the identification of adult education resources in five categories. Emphasis is placed upon availability, breadth of interest, and usefulness for adult education practitioners. These are 1) social instruments, 2) institutions, 3) publications and other information sources, 4) administrative supports, and 5) human expertise. Emphasis is placed upon availability.

Robbins (J. Nevins) 1979 Directory of resources for the education of adults. Columbus, Ohio, USA: ERIC Clearinghouse on Adult, Career, and Vocational Education. 1979. xv, 155p. 28cm.

Co-sponsored by the National Center for Research in Vocational Educationa and the Adult Education Association of the USA, this publication is a comprehensive guide to resources in the USA. There are three major sections concerned with the following: 1) Introduction, 2) Guide to Resources, and 3) Human, Organizational and Material Resources.

*****

I. B Role of UNESCO Regarding Educators of Adults

UNESCO has extended leadership to the development of resources in adult education in several ways.

1. Convening of meetings
   UNESCO sponsors meetings/conferences on adult education sometimes by full funding or sometimes with partial funding from a cooperating member state.

2. Contracts
   UNESCO arranges contracts with bodies in member states to produce products related to adult education, e.g., International Handbook of Resources for Educators of Adults.

3. Publications
   UNESCO publishes books and documents which it has developed. It also contracts for documents which it publishes. For example:

   Lowe (John). The Education of Adults: A World France Perspective. 2nd Edition. Paris, UNESCO, 1984. 233p. 22cm.

   There are 12 chapters in this book covering topics ranging from the financing of adult education,to methods and materials of instruction, to target groups and changing aspects of the field. This is a widely printed volume with a brief index and selected bibliography.

4. International Adult Education Organizations
   UNESCO through the designation of Categories A, B, or C works with international adult education organizations. For example: International Congress of University Adult Education (ICUAE) and International Council of Adult Education (ICAE).

5. Consultations
   The UNESCO staff in adult education is available in Paris, at Regional Centers and at times in the member states for consultation. It also engages experts, upon request from member states to provide services.

6. Documentation
   UNESCO has demonstrtion centers/libraries in Paris and at Regional Offices that contain significant literature in adult education that is available for use and for reference services.

7. Dissemination of Information
   UNESCO publishes a Newsletter --- that is widely distributed worldwide.

Educators of adults may wish to write for information about UNESCO and its activities in adult education.

UNESCO
Division of Adult Education
Literacy and Rural Development
7, Place de Fontenoy
75700 Paris
France

*****

I. C Definition of Adult Education

Definitions of adult education should be meaningful to educators of adults as individuals and in groups and to adult agencies and professional organizations. As a result there are many definitions both in the literature and in practice. Frequently differences are semantic but sometimes the differences are substantive. Comparison of similarities and differences enable eduators of adults to communicate more effectively in oral and written communication. Often the definitions are more descriptions than precise definitoins. Educatosrs of adults should develop or accept definitions that already exist consistent with their own conception, philosophy, and precepts of adult education.

There are many terms used synonomously within a country or internationally. Many terms are used by people in the field without serious consideration of precise meaning.

No matter how educators of adults define or describe their activity, they should realize that other people engaged in the education of adults movement may use a variety of terms. Some of these terms are the same words but do not mean the same thing. Some terms are different words but mean the same thing. The reader may wish to refer to a longer section "How to avoid being confused by terms" in the Primer of Adult Education.

Three definitions are cited in this statement. One was developed by UNESCO, one at the Exeter Conference, and one the Alexander N. Charters which is the one basic to this statement.

References are in alphabetical order.

Alexander Charters has developed the following statement as a definition of adult education -- the identification, selection, provision, arrangement, and evaluation of learning activities for adults who are: physically mature; consciously learning in order to achieve their selected goals; learning on a part-time basis or on a

full-time basis for only short periods of time as part of their life pattern; and learning in order to better assume responsibility as a citizen, worker, family person, and social being living in a particular physical environment. (Primer of Adult Education)

Exeter - In everyday life, however, the expression, "adult education" is often used in another sense, as a collective term covering the institutions and procedures by which adults are enabled and encouraged to experience the process. For many people, this mechanism is adult education. (Exeter Papers)

UNESCO - The term "adult education" denotes the entire body of organized educational processes, whatever the content, level, and method, whether formal or otherwise, or whether they prolong or replace initial education in schools, colleges, and universities, as well as an apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications,or turn them in a new direction and bring about changes in their attitudes or behavior in the two-fold perspective of full personal development and participation in balanced and independent social, economic, and cultural development. (UNESCO 1976)

*****

I. D Adult Education in Context of Lifelong Learning

Adult education is a part of the total field of education which extends from birth to death. On a continuum adults follow infants, children, and youth. Because adulthood spans the years from approximately legal age to the eighties, it is useful to indicate stages. It is not always age that is important but rather the roles and experiences of adults. For example - groups such as young, middle age, senior and elderly might be considered. Some educational needs for these groups may be in common but some needs may be distinctly different. The principles of education are the same for all ages but the application of the principles to learning situations needs to be modified for different groups or stages. Some educators of adults have developed theoretical statements for androgogy and pedagogy.

*****

I. E Resources in Context of Professional Development of Educators of Adults

As indicated earlier, educators of adults have varying roles in different types of agencies. They are in need of knowledge and competency in order to fulfill their responsibilites. Each one should have a professional development plan that includes: preparation prior to entry into the field, orientation to the agency, continuous learning while engaged in practice, and preparation for phasing out or retirement. Continuous evaluation should be built into the plan.

The professional development plan should be self-directed and individualized. The implementation of the plan requires resources which must be available and accessible to educators of adults.

References are in alphabetical order.

Charters (Alexander N.) Professional development of educators of adults. Syracuse University Publications in Continuing Education. Syracuse, NY U.S.A., 1978. 19pp. 28cm. Translated to Spanish. Desarrollos profesional de educators de adults.

A concise discussion of an important topic for continuing consideration of adult educators. The paper was originally prepared for the 39th annual meeting of the Association for Continuing Higher Education.

Charters (Alexander N.) and Holmwood (Donald P.) Professional development for educators of adults. A bibliography. Syracuse, NY, U.S.A: Syracuse University Clearinghouse of Resources for Educators of Adults, 1978. 111pp. 28cm.

The publication is in three sections and encompasses 24 topical areas. The materials listed are found in the ERIC system, the Syracuse University Library and other libraries.

*****

I. F Description of Educators of Adults

The following statement is an example of a description of educators of adults:

> "Many educators of adults are not identified as such by others or even by themselves, but they include all who have a concern for persons who are in adult education agencies and/or who have functions, such as the following who are involved with the organized learning by adults: organizers; principals; program and other administratos; supervisors; deans; directors; advisors and counselors; members of the clergy; librarians; media specialists, and other support personnel; tutors; facilitators and teachers; faculty and students of adult education as a field; community developers and community educators; research workers; consultants; policy makers; elected officials; and board members of audlt eduation agencies. Their importance should be considered in the light of the individual roles and competencies they fulfill in an adult education agency. They may be paid employees or volunteers." (Primer of Adult Education. pp. iii-iv)

*****

I. G Agencies of Adult Education

The term agency is used to include all of the sponsors and administrative bodies which offer programs or learning opportunities for adults. An agency may have adult education as it exclusive purpose or only as one of its purposes.

Educators of adults practice in various types of adult education agencies. The nature and extent of the involvement in adult education may vary significantly from agency to agency. Agencies of adult education are volatile and proactive phenomena waxing and waning as the needs of adults and society change.

The agencies in which educators of adults have a role may be ofthe following types: business and industry; communication enterprises; galleries and museums; government agencies; international organizations; labor organizations and unions; military; postsecondary institutions; religious bodies; schools; correctional facilities; special groups (gerontology, handicapped, minorities, illiterates); sports and recreation organizations; vocational and professional associations; and voluntary (not for profit) bodies." (Primer of Adult Education, pp. 66-67.)

References are in alphabetical order.

Charters (Alexander N.) and Vaughn (Harold A.) Adult education activity of selected international organizations. Syracuse, NY, USA: Syracuse University, 1984. 38p. 23cm.

The purpose of the project described in this document was to identify both governmental and non-governmental agencies which have an adult education component or function. The report is a presentation of the results of a survey study.

Regional Learning Service of Central New York. Directory of adult and continuing education in metropolitan Syracuse. Sponsored by the Civic Literacy Project of Syracuse, NY. Syracuse, NY, U.S.A.: Regional Learning Service of Central New York, 1978-79. viii, 53p. 21cm.

This is an expanded version of the 1975-76 directory. The focus of the publication is the same. It is an alphabetical listing of organizations with adult education functions. The index rather than the table of contents categorizes the agencies as educational, occupational, vocational, or recreational.

*****

I. H Language Consideration

As indicated in the list of categories which follows, there are many types of resources for educators of adults. Resources may be in print, non-print, and other formats. These resources are intended to assist in the educational aspect of program development and complement the areas of expertise of the educators of adults.

Although some resources may be translated into various languages, most are available only in one language. The resources for educators of adults may be secured through UNESCO, International Bureau of Education (BE), and other international organizations. These and other organizations do function on a regular basis using more than one language. Liekwise, national governments, such as Canada (French-English) and Switzerland (French, German and Italian) are bi-lingual or tri-lingual as prescribed by law. Some government and business organizations which have markets, clients, or special interests may also provide resources in more than one language. Publishers may issue resources in more than

one language or in some cases translate resources. In other instances, of course, summaries, abstracts, or annotations may be made. Many educators of adults themselves are able to communicate in more than one tongue.

The language problem is often most acute for the beginning educators of adults who may be fluent only in a native language and often the resources that are availalbe in that language are limited. These same educators are on the front lines in the communities working with the great body of adults and yet have little access to resources for their own professional development. (Accessibility to Resources, pp. 3-4)

*****

I. I Quality of Resources

There is usually a concern for the quality of resources being cited. Unless there is some quality concern the user may waste time, effort and funds in obtaining, reading, reviewing, and listening to resources. On the other hand unless the judgment of the selector is valid the user may miss an important resource.

In some cases criteria may be set up for the selection of resources. The criteria may be in terms of the date, language, type of resource, geographical area, research specifications or a panel of experts. Where large number of items are being handled it may be practical to agree on criteria and let the experts in charge of processing make the decisions.

*****

I. J Policies/Declarations on Adult Education

> Policy: a judgment, derived from some system of values and some assessment of situational factors. operating as a general plan for guiding decisions regarding the means of attaining desired objectives. (Dictionary of Education, P. 428)

There have been some policy statements on adult education and also some guidelines for formulating policy.

References are in alphabetical order.

Charters (Alexander N.) Ed. International Handbook of Resources for Educators of Adults. Syracuse, New York U.S.A.: Publications in Continuing Education, School of Education, Syracuse University. 1977. N.P. 38cm.

The resources mentioned in this handbook are organized into six broad categories. Each section of the Handbook is in three parts as follows: 1) Table of Contents, 2) Citations, and 3) Index.

Neelameghan (A.) - Guidelines for formulating policy on education, training, and development of library and information personnel. Paris, France: UNESCO, 1978. 38 p. 30cm.

The publication focuses upon the training and development of library manpower. The document is comprised of seven sections which deal with such topics as manpower policy, educational planning, organization and management of education programmes, and regional considerations.

United Nations Educational, Scientific, and Cultural Organization. Meetings of experts to consider ways and means of taking the workers interests into consideration when formulating and implementing adult education policies. Paris, France. UNESCO, 1983. 12p. 28cm.

This is a report of a meeting which discussed six toppics within adult and workers' education. Included are copies of the meeting agenda and the names of the participants.

World Conference on Adult Education. 1960, 21-31 August. Montreal. Final Report. Paris: UNESCO, 1960. 54p. 30cm.

This publication contains statements on major issues addressed by this second world conference. The report is concluded with a listing of resolutions and the names of participants.

See Declaration on Adult Education.

Fourth International Conference on Adult Education. 1985, 19-29 March. Paris, France. Final Report of the Conference. Convened by UNESCO, 1985. 128p 30cm.

Included in this final report are a general report, reports of the commissions, recommendations, and the declaration of the conference.

See Declaration on Right to Learn.

II. CONFERENCES/MEETINGS/SYMPOSIA/SEMINARS/WORKSHOPS ON RESOURCES AND INFORMATION RESOURCES

> Conference. (1) a meeting of a group of individuals, adults or youths, to consider a particular subject; (2) a meeting in which teacher and parents or teachers together discuss and evaluate problems of child development and the suitability of the curriculum to the needs of the child; (3) a meeting in which the children, with the teacher's guidance, plan, discuss, and evaluate school experiences. (Dictionary of Education. Good. p. 120)
>
> Symposium. a presentation consisting of two or more brief, prepared speeches (usually not more than four) representing different points of view on the issue under discussion. (Dictionary of Education. Good. p. 545)
>
> Seminar. a form of class organization in higher education in which a grouop of advanced students engaged in research or advanced study meets under the general direction of one or more staff members of the college or university for a discussion of problems of mutual interest. (Dictionary of Education. Good. p. 495)
>
> Training. 1) systematic practice in the performance of a skill. 2) industrial training. 3) teacher education. (International Dictionary of Education. p. 346)

Conferences, meetings, symposia, and seminars have been held in several countries. It is noted that those listed below have been in English but some have been in other languages as well.

Some of these activities are elaborate and comprehensive such as the conferences sponsored about every 10-12 years by UNESCO. Delegations to these conferences are selected by national governments. There are some organizations usually with category A, B, or C status with UNESCO who are invited as offical observors and whose delegates may speak at sessions but have no vote.

Other activities may be sponsored by governments or non-governmental bodies and may be international, regional or national in scope. Partial or full funding may be provided by the sponsors. In some cases expenses are borne by the participants.

*****

II. A Agendas/Reports of Proceedings

On some occasions the total agenda was on resources while on other occasions they were only a part of the agenda.

There are usually reports or proceedings of the conferences/ meetings/symposia/seminars. As with the activities, the reports and proceedings vary in scope, breadth and depth. Included in the reports and proceedings may be: Dates and locations; sponsor; purpose; participants; discussion and resolutions and recommendations.

References are in chronological order - beginning with the most recent.

There is no identified list and hence some individual items are listed here.

Commonwealth Meeting of Specialists. 1985, 6-11 January. Cambridge, England. Distance Teaching in Higher Education. Final Report. Lond, England, U.K.: Commonwealth Secretariat. 1985. 27p. 30cm.

The publication presents five aspects of the topic and summary recommendations. Also included are five appendices, one of which is a listing of participants.

European Bureau of ADult Education. Health and adult education. Report of a conference. Amersfoort, The Netherlands, 1985. 88p. 29cm.

This publication is the report of the conference held at Haus Buchenried in the Federal Republic of Germany. Brief papers are presented which have individual titles. Linkages within the fields of adult and health education were revealed at this conference.

Fourth International Conference on Adult Education. 1985, 19-29 March. Paris, France. Final Report ofthe Conference. Convened by UNESCO, 1985. 128p. 30cm.

Included in this final report are a general report, reports of the commissions, recommendations, and the declaration of the conference.

International Conference on Continuing Education and Training in Industrial Nations. 1985, 9-11, October. Washington, D.C. U.S.A. Briefing Book. Washington, D.C. U.S.A.: The National Advisory Council on Continuing Education. 1985. U.P. 30cm.

This publication contains a summary report and draft reports from each of ten countries represented at the conference. The reports address the topic of adult participation in higher education.

General Conference of Unesco. 26 October 1983. 22nd Session. Paris, France: Statement of major impacts, achievements, difficulties and shortfalls for each continuing programme activity in 1981-1983. Addendum. Paris: Unesco, 1983. 22p. 30cm.

The addendum is entitled synoptic table of cross references between documents. Originally in French. Item 11 of the provisional agenda of the UNESCO General Conference Twenty-Second Session held in Paris 1983. "Statement of Major Impacts, Achievements, Difficulties and Shortfalls for Each Continuing Programme Activity in 1981-1983." Also an Addendum entitled "Synoptic table of cross-references between documents 22 c/11, 21 c/5 Approved and 22c/5"

United Nations Educational, Scientific, and Cultural Organization. Meetings of experts to consider ways and means of taking the workers interests into consideration when formulating and implementing adult education policies. By UNESCO. Paris, France. UNESCO, 1983. 12p. 38cm.

This is a report of a meeting which discussed six topics within adult and workers' education. Included are copies of the meeting agenda and the names of the participants.

Charters (Alexander N.) and Holmwood (Donald P.) Publications in continuing education - Listof publications. Syracuse, NY: Syracuse University

Clearinghouse of Resources for Educators of Adults, 1983. 56p. 28cm.

The publiction is a listing of publications in 14 different series on a wide variety of topics in adult education and related topics. A valuable listing of writings by many well known authors in the field.

European Bureau of Adult Education. Meeting of editors of adult education journals in Duesseldorf, Federal Republic of Germany, on October 19-20, 1983. European Bureau of Adult Education, Amersfoort, The Netherlands, 1983. 22p. 30cm.

The publication is comprised of a series of short reports on adult education journal publications in European countries. Several of the presentations have to do with the purpose of the publications.

Volker (Monica) Information and documentation in adult education. Amersfoort, The Nether-lands: European Bureau of Adult Education, 1983. 77p. 29cm.

The publication is a report of a meeting at Frankfort Germany in the Fall of 1982. Included are four conference papers relating adult education to documentation. There are descriptions of documentation centres in Great Britain, the United States, and continential Europe.

International Meeting on Resources for Educators of Adults. 1983. 10-11 April. Syracuse, NY, USA: Minutes and agenda of the meeting held at Syracuse University. Convened by Alexander N. Charters. Syracuse, NY USA: Syracuse University, School of Education, 1983. 3p. 28cm.

In this memorandum are listed the participants and the minutes of this meeting.

General Conference of UNESCO. 18 August 1983. 22nd Session. Paris, France: Statement of major impacts, achievements, difficulties and shortfalls for each continuing programme activity in 1981-83. Paris: UNESCO, 1983. 218p. 30cm.

The publication is comprised of seven chapters on such topics as education, social sciences, antural sciences, and communications. Within each chapter are a number of stated themes which are then discussed in terms of achievements and difficulties. Text is in English and French.

Bombote (M.D.) Rural newspaper and adult education in Africa. Paris, France: UNESCO, 1982. 13p. 30cm.

The author writes about the functions and characteristics of rural newspapers in Africa. In a broader sense the author also comments about mass media in education. The publishing of Kibaru, a newspaper in Mali, is discusses briefly. This paper was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11th to the 21st of October, 1982.

Buyoya, (Mrs. C.) Descriptive ananlysis and evaluatin of selected information supports for use in the promotion of adult education. Paris, France: UNESCO, 1982. 4p. 30cm.

The author writes about an African institute for economic and social development called trade-formation. The main objective of this organization is the development of education activities in rural areas. The paper was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11th to the 21st of October, 1982.

Buyoya (Mrs. C.) Information supports for education of adults in Burundi. Paris, France: UNESCO, 1982. 6p. 30cm.

The author explains the educational circumstances of Burundi in this publication. Various references are made to different forms of media usage in adult education.

This paper was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11th to the 21st of October, 1982.

Conference of Ministers of Education and Those Responsible for Economic Planning in African Member States meeting in Harare, Zimbabwe, from 28 June to 3 July 1982. Reported in UNESCO Adult Education Information Notes No. 3, 1982.

In October 1982 a conference was sponsored by UNESCO in Zimbabwe. At this Sub-regional Workshop on Information Supports for Adult Education, Alexander N. Charters used and demonstrated resources in print, on microfiche and sound recordings of use to educators of adults.

European Information Centre - Charles University Further Education of Teachers Seminar. 1982. March. Prague. In-service training of graduate teachers for guidance and counseling of youth. Prague,Czechoslovakia. 1982. 32p. 28cm.

A report of the conference including a listing of the participants.

Gonese (K. K.) Information supports on adult education in Zimbabwe. Paris, France: UNESCO, 1982. 9p. 30cm.

The author writes about the founding and operation of a newspaper, the People's Weekly. The role of the newspaper in supporting adult education is outlines. This paper was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11th to the 21st of October, 1982.

International Council for Adult Education Conference. Paris, France. 1982. Towards an authentic development: the role of adult education. Toronto: International Council for Adult Education, 1982. 184p. 28 cm.

A compilation of working group, workshop, and special session reports on various topics within the overall theme of authemtic development and adult education. Also included are addresses by organizational officials and heads of governments.

Mokheya (Bogadi) Information supports on adult education in Botswana. Paris, France: UNESCO, 1982. 16p. 30cm.

The author provides information regarding adult education within various governemntal agencies in Botswana. Brief mention is made of the use of various media formats. This paper was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11th to the 21st of October, 1982.

Ngulube (Joseph H.) Development of adult education in Zambia. Paris, France: UNESCO, 1982. 12p. 30cm.

This publication outlines the manner in which adult educatin is conducted in various agencies of the Zambian government. Specific programs are described in terms of their objectives, target populations, methods of teaching, and written materials. This paper was presented at the sub-regional training workshop on information supports held at Harare, Zimbabwe from the 11th to the 21st of October, 1982.

Neto (Augusto 'Padrao) Information supports for adult education in Angola. Paris, France: UNESCO, 1982. 4p. 30cm.

The author briefly explains the situation of adult education and the country's literacy campaign. There are references to radio and televison but the main emphasis is upon developments in print media. This paper was presented at the sub-regional training workshop on information supports for adult educatin held at Harare, Zimbabwe from the 11st to the 21st of October, 1982.

Myirenda (B.E.M.) Information supports for adult educatin in Malawi. Paris, France: UNESCO, 1982. 7p. 30cm.

This paper is a brief explanation of the adult education and adult literacy situatino in Malawi at the time the paper was published. This paper was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11st to the 21st of October, 1982.

UNESCO. Division of Literac, Adult Education and Rural Development. Final report on the proceedings of the sub-regional training workshop on information supports for adult education, Harare, Zimbabwe. Paris, France: UNESCO, 1982. 27p. 30cm.

The publication is a compilation of statements on the condition of adult education in third world countries mostly in Africa. Other statements are included which deal with recommendations for the use of media in third world countries.

Underhill (Alfreda H.) The role of non-governmental organizations in the promotion of adlt education in Zimbabwe. Paris, France: UNESCO, 1982. 14p. 30cm.

The author writes about pre-1950 and 1950-1980 periods of development. The activities of specific agencies are breifly outlined. This apepr was presented at the sub-regional training workshop on information supports for adult education held at Harare, Zimbabwe from the 11st to the 21st of October, 1982.

The Annual Conference of European Bureau for Adult Education was the theme "Information Guidance and Counseling in Adult Education," November 12-25, 1981, in West Berlin.

UNESCO Regional Seminar on Adult Education and Development in Asia and the Pacific. 1980. 24 November-4 December. Bangkok. Final Report/UNESCO, 1981. 69p. 27cm.

The publication is comprised of chapters dealing with urban and rural community development. Other issues discussed include the training of adult educat6ion personnel.

United Nations Educational, Scientific, and Cultural Organization. Consultation. 1980. 12-16 May. Pyongyang, Democratic People's Republic of Korea. Regional consultation on the linking of formal and non-formal education. Paris, UNESCO, 1980. 16p. 30cm.

A report of the meeting of adult education specialists who wre mostly from the Asian region.

International Symposium on The Role of Adult Education in Reducing Inequalities and Raising Levels of Professional Qualifications and Cultural Standards, sponsored by UNESCO University of Madra, February 1, 1980. Discussion paper - Report issued "The Potential Contribution of Adult Education to the Reduction of Economic and Social Inequalities in Developing Countries," by P.H. Bertelsen.

Meeting on Resources for Educators of Adults. 1979. 14-17 November, Syracuse, N.Y., U.S.A.: Report on the meeting held at Syracuse University. Compiled by Alexander N. Charters. Syracuse, NY, Syracuse University, School of Education, 1979. 11p. 28cm.

A report of a meeting to discuss the nature and functioning of various types of organizations involved in adult education resources networking.

International Bureau of Education, Third Consultation on the Development of Adult Education Information and Documentation Exchanges. 1978. 9-13 June. Geneva, Switzerland. Final Report. UNESCO, 1978. 9p. 30cm.

The purpose of this consultation was to complete the final draft of a glossary of adult education terms. Other topics of concern within international adult education which were discussed included: 1) Adult Education Information Notes, 2) Adult Education Directories, 3) Adult Education Bibliograhies, 4) Adult Education Abstracting Services and a Thesaurus of Adult Education Terms.

International Bureau of Education. Consultation on the development of international information services in adult education, with special reference to thesaurus terms for adult education and to a comparative dictionary of adult education terms. 1976. 22-26 March. Geneva, Switzerland. UNESCO, 1976. 13p. 30cm.

The consultation was organized for the purpose of improving international information services thorugh the development of the following: 1) a thesaurus of adult education terms, 2) a comparative dictionary of terms, 3) a dictionary of documentation and information services in adult education, 4) lists of adult education national boards, other organizations, and abstracting and indexing services.

A meeting of editors of Adult Education journals was held in Tehran, Iran in March 1977. It was sponsored by the national Institute for Adult Literacy Methods and ICAE.

General Conference of UNESCO. 19th Session. 26 November 1976. Nairobi, Kenya. Recommendation on the Development of Adult Education. Paris: UNESCO, 1976. 13p. 30cm.

A listing of 67 recommendations which were brought forth at the tenth session of this conference.

United Nations Educational, Scientific, and Cultural Organization. 1976 Symposium. 13-17 September. Paris, France. Symposium on the contribution of person other than teachers to educational activities in the

perspective of life-long education. Paris, UNESCO, 1976. 11p. 30cm. (Original in French)

The publication provides an explanation of the symposium with examples from a number of countries in Europe and Africa of the use of or need for persons other than teachers in educational activities. The narrative is arranged under four broad topics.

International Bureau of Education. Meeting. 1973. 29 May - 1 June. Geneva, Switzerland. Draft summary record of meeting of experts on documentation and information services in adult education. Geneva, Switzerland. IBE, 1973. 8p. 28cm.

This document explains the purpose of the meeting as a discussion of means to improve international collaboration among documentation centres serving adult education. The meeting was jointly sponsored by IBE and UNESCO.

Muller (Josef) Adult education and development with special reference to the Arab states. Final report. Bonn, West Germany. German Foundation for International Development, 1975. 399p. ERIC Document ED156879.

This report on adult educatin and development in the Arab states was proposed by a panel of experts who convened in order to examine the adult education situation in Arab countries. They also ahd the opportunity to exchange views regarding the operation of comprehensive adult education programs and services.

Second International Meeting of Experts on Comparative Adult Education. 1975, February. Nairobi, Kenya. National Directory of Adult Education Programmes in the Libyan Arab Republic. Paris, France: UNESCO, 1975. 61p. 30cm. (Original, Arabic)

This publication details the manner in which UNESCO conducted a study to evaluate the effectiveness of a manual developed for assisting member states in the collection of adult education statistics.

International Bureau of Education. 1976. Consultation. 22-26 March. Geneva, Switzerland: Consultation on the development of international information services in adult education, with special reference to thesaurus terms for adult education and to a comparative dictionary of adult education terms. Paris: UNESCO, 1976. 13p. 30cm.

This consultation involved participants in a review of preliminary work on a thesaurus of adult education terms by Dr. Colin Titmus. The paper presents time tables for the development of the thesaurus as a foundation for an adult education data base.

Syracuse University sponsored a conference at Minnowbrook, a residential center of Syracuse University, to discuss publications in 1972. The report was titled "International Seminar on Publications in Continuing Education," by A.N. Charters and W.M. Rivera, published by Syracuse University Publications in Continuing Education (SUPCE). Syracuse, NY U.S.A.

Charters (Alexander N.) Omnibus Series - E.S. Bird Library. Syracuse, NY: Syracuse University Resources for Educators of Adults, 1976. 36p. 28cm.

The collection described in this publication is comprised of video tapes of the original Omnibus television programs of the 1950's. The arrangement is by subject and alphabetical listing. Under the alphabetical listing the titles are arranged alphabetically.

Chertow (Doris S.) Agenda for comparative studies in adult education. Report form the international expert meeting, 1972. Syracuse, NY U.S.A.: Syracuse University Publication in Continuing Education, 1972. 77p 21cm.

This publication communicates the results of a meeting of 30 adult education experts from 13 countries which occured in January, 1972 at Nordborg, Denmark. The meeting focused participants' attention upon the issue of comparative adult education. Many points were mdae concerning the cross cultural aspects of adult education.

Third Intenational Conference on Adult Education. 1972, 25 July-7 August. Tokyo. Final Report of the Conference convened by UNESCO, 1972. 101p. 27cm.

The publication contains the statements and speeches delivered at the conference.

Liveright (A.A.) and Haygood (Noreen). The Exeter Papers: report of the first international conference on the comparative study of adult education. Brookline, MA. U.S.A.: Center for the Study of Liberal Education for Adults at Boston University, 1968. iii, 141p. 22cm.

The publication provides a rationale for the comparative study of adult education. Included are reports from five countries. The matter of definition of adult education is discussed and there are suggestions for further study and research.

The first meeting of CAEO (now Coalition of Adult Education Organizations) was called to discuss the Library of Continuing Education following a United States Office of Education grant to Syracuse University, Alexander N. Charters, Project Director (1964-67). Members of organizations, associations and goernment in the United States were invited as well as representatives from Canada and UNESCO.

World Conference on Adult Education. 1960, 21-31 August. Montreal. Final Report. Paris: UNESCO, 1960. 54p. 30cm.

This publication contains statements on major issues addressed by this second world conference. The report is concluded with a listing of resolutions and the names of participants.

International Conference on Adult Education. 1949, 19-25 June. Elsinore, Denmark. Summary report of the international conference on adult education. Paris: UNESCO, 1949. 42p. 30cm.

The Report is comprised of three chapters summarizing the proceedings of the conference. The second chapter is a summarization of the plenary sessions.

III. INFORMATION ORGANIZATIONS

These are a broad category of organizations which collect and organize recorded inform1on. In some instances the information organization may analyze and further refine received documentation. More recently the development of data base utilities has given a new meaning and scope to the concept of information organization.

III. A Information Centers/Documentation Centers/Libraries/ Clearinghouses/Resource Centers/Collections

Respositories of resources including information centers, libraries, networks, documentation centers and clearinghouses contain many types of resources for educators of adults. These may have any or all of the following: bookss; periodicals; newsletters; computer data banks; archives and manuscripts; audio and visual media; newspapers; and pamphlets.

The sources cited may not be exclusively related to adult education but they have been selected because they may be particularly useful to educators of adults.

Definitions are given below but the titles of all sources do not necessarily conform to the definitions.

> Clearinghouse. An organization that collects and maintains records of research, development, and engineering being planned, currently in progress, or completed; it provides documents derived from these activities, and provides referral services to other sources for information relating to these activities. (Librarians' Glossary, p. 200)
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> Documentation Centre. A place where publications are received, processed, preserved, summarized, abstracted and indexed;where bulletings relating to such materia are prepared for distribution to those interested; where research is undertaken, bibliographies prepared, and copies or translations made. (Librarians' Glossary, p. 285)
>
> Information Analysis Center. A formally structured organizational unit specifically (but not exclusively) established to acquire, select, store, retrieve, evaluate, analyze and synthesize a body of information and/or data in a clearly defined specialized field, or pertaining to a specific mission, with the intention of

arranging and presenting the material in a most authoritative and useful form.

Information Centre. Usually an office, or a section of a bibliographical centre, research bureau or documenttion centre, which gives information about books or on a subject with which the organization providing the facilities of the centre is concerned. Staffing varies, but may include any or all ofthe following: research officers, librarians, bibliographers or trained information officers. It may include the functions of a special library and extend its activities to include collateral functions such as: technical writing, functions performed by machine methods, and library research for clients. (Librarians' Glossary, p 418)

Library. 1. A collection of books and other literary material kept for reading, study and consultation. 2. A place, building, room or rooms set apart for the keeping and use of a collection of books, etc...4. A collection of films, photographs and other visual non-book materials, plastic or metal tapes and discs, computer tapes and programs. All of these, as well as printed and manuscript documents, may be provided in departments of one large library or they may be in collections restricted to one type of material.... (Librarians' Glossary, p 487)

References are in alphabetical order.

Adult Education Clearing-House Newsletter. Centers of Adult Continuing Education. Vol. 11 No. 6 (1983). Uppper Montclair, NJ, U.S.A.: Montclair. State Collge. 9p. 28cm.

Association of Independent Colleges and Schools. Directory of Educational Institutions, 1982. Accrediting Commission of the Association of Independent Colleges and Schools. Washington, D.C.: Association of Independent Colleges and Schools, 19£2. vi., 40p. 23cm.

A publication listing proprietary schools and junior colleges in the various states of the United States and in several other countries. The names, addresses, and telephone numbers for each school are provided along with reference to the occupational training programs offered to students.

Ast (Ray J.) · Adult continuing education : serving the state and the nation. Adult Leadership, vol. 23, no. 6, pp. 49, 54, June 1974 ERIC Document EJ908909

The activities of the Adult Continuing Education Center at Montclair State College, New Jersey since 1966, are outlined.

Charters (Alexander N.) Clearinghouse of Resources for Educators of Adults: Four Year Report. Alexander N. Charters. Syrcuse University Publications in Continuing Education, Syracuse University, Syracuse, NY U.S.A. 1980. 61pp.

Charters (Alexander N.) Information resources for educators of Adults. Syracuse, NY, USA: Syracuse University, 1978. 13p. 21cm.

This pamphlet is a brief essay on the nature and scope of adult education resources. Services as well as publications are covered.

Charters (Alexander) - Compiled by - Omnibus Series - E.S. Bird Library. Syracuse University Adult Education Area. Syracuse University, Syracuse, New York 13244, 1976. 36pp., 223 items. 28cm.

Charters (Alexander N.) - Compiled by - The Paul Hoy Helms Library in Liberal Adlt Education. Syracuse, New York, U.S.A.: Syracuse University Adult Education Area, 1978. 53p. 27cm.

This collection of material was financed through a grant from the Fund for Adult Education. Paul Hoy Helms was a member of the Syracuse Board of Director for six years. Selection of book items was undertaken bymany faculty of the University.

Charters (Alexander N.) - Compiled by - Resources for Educators of Adults: Omnibus Series - E.S. Bird Library. Syracuse, NY U.S.A.: Syracuse University Adult Education Area, 1978. 38p 27cm.

This is a listing by subject and by title of video tapes and 245 CBS Ominibus Programs which aired on netowrk television from 1952 to 1954. In the title section programs are briefly described with an indication of the time of each program.

Charters (Alexander N.) Syracuse University Resources in Adult Eduation. Syracuse, New York, U.S.A.: Syracuse University Publications in Continuing Education, 1978. 18p. 27cm.

The publication provides a description of general and specific holdings of the Ernest S. Bird Library pertaining to adult education. Specific collections include the library of continuing education, the Paul Hoy Helms Library in liberal adult education,and the Laubach collection.

DeCrow (Roger) Adult education information services, establishment of a prototype system for a national adult education library. Three parts. Syracuse, New York, U.S.A.: Syracuse University Library of Continuing Education, 1967. 417p. ERIC Document ED020489.

Results are presented of a study of the feasibility of a national adult education information center, in which it was proposed to: 1) study information problems and resources in adult education and recommend new services which would be most useful to the field, 2) develop the types of subject analysis which would be needed in these services, 3) explore the use of new methods of information handling in the proposed services.

DeCrow (Roger) A model information system for the adult education profession. Syracuse, New York, U.S.A.: ERIC Clearinghouse on Adult Education, 1968. 23p. ERIC Document ED015412.

The model information system herein described provides five methods of access to information in the adult education field.

Ducote (Richard L.). Learning resources centers: best of ERIC. Syracuse, New York USA: ERIC Clearinghouse on Information Resources, Syracuse University, 1977. 70p. 28cm.

An annotated bibliography of 192 ERIC documents divided into four categories. The focus of attention of the publication as indicated in the title is the learning resource center concept.

Dulong (A.), compiler. Guidelines on referral centres. Paris: UNESCO, 1979. iv, 49p. 30cm.

The publication is comprised of four parts dealing with the definition, creation, and operation of referral centres. Closely linked to libraries the referral centre has evolved as an element in science and technology transfer.

ERIC Clearinghouse. Adult, Career and Vocational Education, Ohio State University, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (614) 486-3655.

Glancy (Keith E.). A national center for life-long learning. NUEA Spectator, Vol 35, No. 5, pp. 14-17, January-July, 1970. ERIC Document ED014336.

A summary of concepts and ideas presented at the 1970 Annual Conference of the National University Extension

Association, concerning purposes, activities, functions, finances, and local and national organization for the proposed center.

Hunt (Judith Lin). Long range plan. Academic years 1984/85 through 1988/89. Bridgeport, CT. U.S.A.: Bridgeport University, 1984. 138p. ERIC Document 257 467.

Bridgeport University and its Division of Information Services have undergone many changes in the past few years as the University has restructured its college, established the Metropolitan College for adult learners, introduced a core curriculum for undergraduates, and placed increasing emphasis upon professional programs. This document is an overview of the programs.

International Bureau of Education. Directory of documentation and information services in adult education. Paris, France: UNESCO. 1975. 79p. ERIC Document ED118819.

The directory was prepared as part of a comprehensive effort for improving the international network for the exchange of documentation, information, ideas, and experiences, in the field of adult education. In addition to documentation centers exclusively serving adult education, the directory lists a number of general documentation centers that offer significant information services in the subject area.

International Bureau of Education. An international information system in adult education. Convergence. Vol.5, No.3, pp. 86-94, 1972. ERIC Document EJ071112.

This paper presents an analysis of information exchange in the world and the development of systems designed to facilitate storage and retrieval of information. It also deals with all aspects of exchanging experience in adult education.

Jacobson, (Marilyn D.). New York State Education Information Center Program. Summative Evaluation Report. Albany, NY, U.S.A.: New York State Education Department, 1984. 70p. ERIC Document ED250542.

Seven pilot New York State Information Centers were established in 1980 to provide comprehensive information referral and advisory services to adults and out of school youth. This is a report on the project.

Kuusisto (Elizabeth). Directory of adult education training and research institutions. 2nd rev. ed. Paris: UNESCO, 1982. ix, 287p. 30cm.

An international directory arranged alphabetically by country with entries in English, French, and Spanish. Information provided includes location of organization, description of training or research activity, and names of administrators or directors.

New York State Education Department. Information resource collection on adult learning services. Albany, NY, U.S.A.: New York State Education Department, 1977. 13p. ERIC Document ED160101.

A brief description is provided of the composition of the collection of materials on Adult Learning Services in the New York State Education Department, and a list of the subject headings used for its book and vertical file collections.

Non-Formal Information Center. College of Education, Michigan State University, East Lansing, Michigan. 1982.

Portage Township Schools. Acult education resource center. Final report. Indianapolis, IN, U.S.A.: State Department of Public Instruction, 1982. 91p. ERIC Document ED222679.

The Portage (Indiana) Adult Education Resource Center was created to serve the needs of adult education staff in the northern third of Indiana. Four assumptions underlie

the creation of the center: 1) learning experiences should be of sufficient duration to provide real learning experiences. 2) training activities should be designed within the organization and philosophical realities of adult education programs, 3) activities should encourage person to person contact across geographical lines, and 4) a regional approach is most effective in staff development.

Regional Office for Education in Africa - Directory of adult education centers in Africa. By Documentation and Information Service. Dakar,Senegal: Regional Office for Education in Africa. 1979. xi, 245p. 29cm.

This publication written in both French and English provides information about the roles and activities of 12 regional institutions and governmental organizations in thirty African countries.

Slansky (Dorothy H.). Directory of ERIC microfiche collections. Bethesda. Maryland U.S.A.: ERIC processing and reference facility, 1980. 62p. 28cm.

A listing by states within the United States of colleges and universities having ERIC collections. There are briefer references to collections held by higher education institutions in other countries.

Smith (Nancy E.). Directory of clearinghouse serving adult educators and learners. Washington, D.C.: Office of Vocational and Adult
Education, United States Department of Education. 1982. various paging. 28cm.

Intended for administrators, trainers, students and the general public, this document lists both organizations and individuals with important roels in dissemination information about adult education in the U.S.A.

South Australia Department of Further Education. Initiatives in further education in South Australia. Vol. 3, No. 1, 1976-77. Adelaide, Australia: South Australia Department of Further Education, 1977. 55p. ERIC Document 167831.

This booklet serves as an introduction to the Research Clearinghouse of South Australia. Most of the booklet contains project descriptions (121) that are available for retrieval.

United Nations Educational, Scientific, and Cultural Organization. Directory of adult education documentation and information services. Paris, France: UNESCO, 1980. 113p. 21cm.

An international directory for those seeing documentation on adult education. The publication is in three languages: English, French, and Spanish. National, regional, and international services are outlined.

United Nations Educational, Scientific, and Cultural Organization. Directory of adult education documentation and information services. Second edition. IBEDATA Series. Paris, France: UNESCO, 1980. ERIC Document ED189415.

This second, revised edition of the Directory of Adult Education and Information Services is a reference tool for those seeking information and documentation on adult education in other countries. There are three parts to the directory providing information on national, regional, and international services.

United Nations Educational, Scientific, and Cultural Organization. Directory of adult education training and research institutions. Literacy Adult Education and Rural Development Division. Paris, France: UNESCO, 1980. vii, 190p. 30cm.

An international directory arranged alphabetically by name of country with entries in English, French, and Spanish. Information is provided in a general category and in areas such as professional courses, short courses, and research activities.

United Nations Educational, Scientific, and Cultural Organization. Directory of national adult education coordinating bodies. Paris, France: UNESCO, 1984. 167p. 30cm.

As indicated in the preface, this issue of the directory is the fifth reviesed edition of a list of institutions involved in assuring the coordination of adult education. The coordinating bodies are classified in three categories: 1) Boards and councils, 2) Directorates and ministries, and 3) Associations. The information about coordinating bodies includes the following: 1) addresses, 2) telephone/telegraph, 3) Director, 4) Year of establishment, 5) Scope of activities, and 6) Type of institution.

United States Department of Education. Directory of clearinghouse. Division of Adult Education. Washington, D.C. U.S.A.: United States Department of Education, 1985. 37p. 26cm.

A listing of organizations on both the natinal and state levels. Included in each reference are name of contact person, address and telephone number of the organization, a description of the organization, and a statement of its function.

United States Department of Education. Directory of clearinghouses serving adult educators and learners. Office of Vocational and Adult Education. Washington, D.C., U.S.A.: United States Department of Education. 1982. v.p. 30cm.

A directory of national and state clearinghouses and resource centers which disseminte adult education information. Mainly the information provided is name, address, and telephone number.

United States Department of Education. Opportunities Abroad for Educators: 1983-84 Teaching Seminars. Washington, D.C., U.S.A. 1984. 32p. 23cm.

A booklet describing the Fulbright teacher exchange and seminars abroad programs. There is information about eligibility, application, programs, and participating countries.

Zidouemba (Dominique). Directory of documenation, libraries, and archives in Africa. 2nd. ed. rev. Paris: UNESCO, 1977. 311p. 21cm.

A very comprehensive directory in both English and French. A brief introduction is followed by national sections which are written in the languages of each country. Basic descriptions of collections and libraries' holdings are provided.

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III. B Networks

Networks are a means for educators of adults to communicate with each other. They develop by association with each other whether professional or social and have the key characteristic of confidence in each other by the associates. The linkages may be structured and take place at regular intervals or at particular occasions. Often they are informal and take place whenever the network people get together at professional, social or other times. The telephone is often a means of communication after face-to-face relationships have been developed. The purpose may be to exchange information but often is a means of decision making. The colloquial term the "old boys" network is often very effective but may be interpreted as elitism.

References are in alphabetical order.

Associated Resource Centers for Adult Education (ARCAE)

The purpose of Associated Resource Centers for Adult Education (ARCAE) is to facilitate access to information resources to assist educators of adults in their

continuing professional development. It is a cooperative association designed to link national and international resource centers.

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III. C Programs/Institutions

Almost every organization, association, institution and agency programs learning opportunities for adults. Educators of adults may obtain information about programs for adults from these sources. Some successful programs in one place may be modified and adapted for use in another place. In other cases programs may be devleoped for regional, national or international audiences. Adult education organizations often share information about programs through periodicals and publications, meetings and conferences. swap-tables, networks and other channels.

The following items provide some information about programs.

References are in alphabetical order.

Association of Independent Colleges and Schools. Directory of Educational Institutions, 1982. By the Accrediting Commission of the Association of Independent Colleges and Schools. Washington, D.C.: Association of Independent Colleges and Schools, 1982. vi, 40p. 23cm.

A publication listing proprietary schools and junior colleges in the various states of the United States and in several other countries. The names, addresses, and telphone numbers for each school are provided along with reference to the occupational training programs offered to students.

European Bureau of Adult Education. Health and adult education. Report of a conference. Amersfoort. The Netherlands, 1985. 88p. 29cm.

This publication is the report of the conference held at Haus Buchenried in the Federal Republic of Germany. Brief papers are presented which have individual titles. Linkages within the fields of adult and health education were revealed at this conference.

Regional Learning Service of Central New York. Directory of adult and continuing education options in metropolitan Syracuse. Sponsored by the Civic Literacy Project of Syracuse, New York. Syracuse, New York, USA: Regional Learning Service of Central New York, 1978-79. viii, 53p. 21cm.

This is an expanded version of the 1975-76 directory. The focus of the publication is the same. It is an alphabetical listing of organizations with adult education functions. The index rather than the table of contents categorizes the agencies as educational, occupations, vocational, or recreational.

Rivera (William A.) Ed. et. al. Designing studies of extension program results: a resource for program leaders and specialists. Vol. II Abstracts. College Park, Maryland, U.S.A.: Maryland University, 1983. 118p. ERIC Document ED237732.

These abstracts of 42 studies of extension results which make up the second volume of a two volume resource, are intended to advise state administrative program leaders and others with program evaluation responsibilities of how to design studies of cooperative extension programs.

Seibles (Mary). Catalog of adult education projects. Fiscal year 1984. Washington, D.C., U.S.A.: Clearinghouse on Adult Education, 1984. 529p. ERIC Document ED250496.

This catalog, the seventh in a series of annual listings of special adult education projects, was developed to facilitate the exchange of program information among adult education practitioners about projects funded by states under Section 310 of the Adult Education Act. This catalog contains 382 project abstracts from 46 states.

United States Department of Education. Adult literacy: programs that work. By the National Diffusion Network. Washington, D.C. U.S.A.: U.S. Department of Education, 1984. 39p. 30cm.

This publication is a listing of model literacy programs from accross the U.S.A. Each program is described in terms of seven categories of information about the program. These categories are: 1) target audience, 2) description, 3) evidence of effectiveness, 4) implementation requirements, 5) financial requirements, 6) services available, 7) contact.

United States Department of Education. Adult literacy: programs that work. By Joint Dissemination Review Panel. Washington, D.C.: United States Department of Education, 1984. 39p. 28cm.

Each described program in this listing is addressed in terms of target audiences, evidence of effectiveness, implementation requirements, financial requirements, and services available.

United States Department of Education. Directory of adult education and related programs in the federal government. By Division of Adult Education Services. Washington, D.C., U.S.A., 1983. 114p. 30cm.

As described this is a listing of 95 programs in the U.S. federal government which deal directly with adult education or can procide support for adult education activities. The specific aspects of each program are described as follows: 1) program title, 2) purpose, 3) legislation, 4) funding, 5) eligible applicants, contact person or organization.

United States Department of Education. Directory of adult serving programs - Department of Education. By the Office of Vocational and Adult Education. Washington, D.C. U.S.A.: United States Department of Education, 1985. 29p. 28cm.

A listing of 28 programs in the Department of Education which deal with adult education or provide support to

adult education activities. Information provided about the programs include title, purpose, authorizing legislation, funding, eligible applicants, and contact person.

United States Department of Education. Education for older persons: illustrative local project profiles and state level agreements. By Office of Vocational and Adult Education. Washington, D.C. USA: United States Department of Education, 1984. 183p. 28cm.

A listing of several dozens of local projects located throughout the United States which serve older persons in various ways. The publication is part of an inforamtion exchange project between the Administration on Aging and the Office of Education. There is also a listing of seven state level agreements similar to the national level agreement.

United States Department of Education. Federal Directory of adult education. By Office of Vocational and Adult Education. Washington, D.C. U.S.A.: United States Department of Education, 1985. 49p. 28cm.

A listing of 47 programs which provide assistance to both adult educators and individuals enrolled in programs. Information provided about the programs includes title, purpose, authorizing legislation, funding, eligible applicants, and contact person.

IV. CATEGORIES OF RESOURCES

Resources are available in a variety of categories or formats. The listing in this section is a comprehensive. The definitions may be helpful to the user to identify the information being sought.

IV. A Print

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IV. A1 Books and monographs

> Book.....2. A division of a literary work, which is separately published and has an independent physical existence, although its pagination may be continuous with other volumes. 3. At a UNESCO conference in 1964 a book was defined as "a non-periodical printed publication of at least forty-nine pages, exclusive of cover pages."... 4. A collection (Fr. assemblage) of manuscript or printed leaves fastened together to form a volume or volumes, forming a BIBLIOGRAPHICAL UNIT (q.v.)... (Librarians Glossary, p. 124)

> Monograph. A separate treatise on a single subject or class of subjects, or on one person, usually detailed in treatment but not extensive in scope and often containing extensive bibliographies. Frequently published in series. In cataloguing, any publication which is not a SERIAL (q.v.). (Librarians Glosary, p. 555)

There are so many books and monographs for educators of adults that no comprehensive list is identifiable. The user can consult the card or digitalized catalog of libraries. (See III. A Information Centers/documentation centers/libraries/ clearinghouses/resource centers/collections.) Access to books and monographs may also be obtained through data bases. (See IV. C Data Base Systems.) Materials on specific topics may be obtained in registeries of research and bibliographies. (See IV. A8 Registries of research/bibliographies/acquisition lists.)

> Charters (Alexander N.) and Rivera (William M.) International seminar on publications in continuing education. Syracuse, NY U.S.A.: Syracuse University Publications in Continuing Education, 1972. 162p. 23cm.

This publication is comprised of a series of papers presented at the Third International Seminar sponsored by Syracuse University. Some of the papers address issues which remain pertinent to the field of adult education 14 years after they were published.

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IV. A2 Pamphlets

Pamphlet. A non-periodical publication of at least five but not more than 48 pages, exclusive of the cover pages. (General Conference of UNESCO, 1964). See also Book. It usually has an independent entity, not being a Serial (q.v.), but it may be one of a series of publications having a similarity of format or subject matter. (Librarians Glossary, p. 618)

References are in alphabetical order.

Charters (Alexander N.) Adult Education - Acquisition List Pamphlet File - E.S. Bird Library. Syracuse University Publications in Continuing Education, Syracuse University, Syracuse, NY USA, 1980. 91pp. 28cm.

A brief introduction is provided to explain the collection to the reader. The materials are organized according to descriptive subject headings and subject headings. This publication lists hundreds of pamphlets which have been placed in the Pamphlet File in E.S. Bird Library. The pamphlets are arranged by a descriptive subject heading system explained at the beginning of the publication.

ERIC Clearinghouse. Adult, Career and Vocational Education, Ohio State University, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

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IV. A3 Serial publications - periodicals/newsletters/magazines/ annuals/newspapers

Annual. A serial publication, e.g., a report, year book directory issued once a year. See also BI-ANNUAL, YEAR BOOK. (Librarians' Glossary, p. 63)

Magazine. 1. A periodical publication as distinct from a newspaper, separate issues being independently paginated and identified by date rather than by serial number. (Librarians' Glossary, p. 524)

Newsletter. 1. A manuscript report of current happenings, written for special subscribers and issued irregularlyor weekly in the sixteenth and seventeenth centuries. 2. A similar report published in the seventeenth century and sometimes set in scriptlike type and imitating the appearance of the earlier manuscript newsletter. 3. A brief publication conveying news. Frequently issued by societies or business organizations. (Librarians' Glossary, p. 588)

Newspaper. A publication issued periodically, usually daily or weekly, containing the most recent news. The word "newspaper" was first used in 1670. Previously the word was CORANTO and later NEWSBOOK (q.v.). (Librarians' Glossary, p. 588)

Serial. 1. Any publication issued in successive parts, appearing at intervals, usually regular ones, and, as a rule, intended to be continued indefintely. The term includes periodicals, newspapers, annuals, numbered monographic series and the proceedings, transactions and memoirs of societies. . . A Book consisting of parts or volumes published successively with a common title and intended to be continued indefinitely, not necessarily at regular intervals. (Librarians' Glossary, p. 747)

References are in alphabetical order

Adult Education Clearing-House Newsletter/Centers of Adult Continuing Education. Vol. 11, No. 6 (1983). Upper Montclair, NJ, USA: Montclair State College. 9p. 28cm.

This newsletter contains short informative statements on a variety of topics within the field of adult education. This issue includes a "new acquisitions" and a "Comments from the Field" sections.

Charters (Alexander N.) and Gschwender (Edward). Adult Education Periodicals and Newsletters in E.S. Bird Library. Syracuse, NY: Syracuse University Publications in Continuing Education, 1984. n.p. 28cm.

Periodicals and newsletter collections - the periodicals are listed by title, location, prequency, date of first issue, date of acquisition, and if applicable, call number.

Charters (Alexander N.) and Holmwood (Donald P.) Newsletters - Clearinghouse of resources for educators of adults. January 1975-June 1978. Syracuse, NY USA: Clearinghouse of Resources for Educators of Adults, Syracuse University, 1978 n.p. 30cm.

This publication contains basic information about the ERIC system and the location of ERIC Collections. The main part of the publications is a three year compilation of CREA newsletters. Many are bibliographic in nature.

Charters (Alexander N.) and Holmwood (Donald P.) Newsletters, Clearinghouse of Resources for Educators of Adults. January 1975-June 1978. Syracuse University Clearinghouse of Resources for Educators of Adults, Syracuse University, Syracuse, NY USA, 1978. 30 Newsletters. 21 Federal Registers. (Discontinued)

Chmaj (Deborah R.) and Wolde (Menbere) The Laubach collection. Personal papers of Frank C. Laubach - Documents of Laubach Literacy, Inc. Syracuse, NY: Syracuse University Libraries, 1974. 91p. 28cm

The publication has a brief biographical account of Dr. Frank C. laubach founder of the "each one teach one" method of literacy education. The purpose of the publication is to list in archival fashion the personal papers of Dr. Laubach and the accumulating papers of Laubach Literacy, Inc.

Council of Europe. News Letter. Strausbourg, France: Documentation Centre for Education in Europe, 1978. 36p 30cm.

The publication is written in English and French. This issue of the newsletter includes brief reporrts upon educational tipics in a dozen European countries. The reports deal with education at different levels form a policy making perspective.

European Bureau of Adult Education. Information and documentation of adult education. Frankfurt Am Main, Federal Republic of Germany, 1982. 5p. 30cm.

This paper was presented at a meeting in Frankfurt which was conducted in teh Fall of 1982. Commentary was centered upon the documentaiton of articles in adult education journals that were published from 1945 to 1979.

European Bureau of Adult Education. Meeting of editors of adult education journals in Duesseldorf, Federal Republic of Germany, on October 19-20, 1983. Amersfoort, The Netherlands. European Bureau of Adult Education, 1983. 22p. 30cm.

This publication is a report of a meeting of European adult educators who are involved with publication within and for the field of adult education.

UNESCO Secretariat. Adult education information notes. Paris: UNESCO, No. 31. 1982. 13p. 30cm.

A newsletter listing many adult education activities worldwide. Also, there is a book review section.

United Nations Educational, Scientific, and Cultural Organization. Directory of adult education periodicals. By UNESCO. Paris: UNESCO, 1979. 90pp. 30cm

The directory is arranged by major area of the world and then by region and country wihtin each area. Basic

information is provided about publications such as titles, publishers, addresses, langauge and frequency. The directory is available in English, French, and Spanish.

United Nations Educational, Scientific and Cultural Organization. Directory of adult education periodicals. Paris, France: UNESCO, 1985. 7th revised edition. 151p. 30cm.

This publication provides the reader with information about national, regional, and international periodicals in adult education. Sixteen aspects of journal publication are covered in this fascinating and valuable publication.

Vanwijngaerden (Frans) Handbook on the international exchange of publications. 4th ed. Paris, France: UNESCO, 1978. 165p. 21cm.

The publication outlines different kinds of exchange programs and deals with the international framework for exchanges as well as providing a listing of exchange centers by country.

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IV. A4 Archives and manuscripts

Archives. 1. Public records or historical documents kept in a recognized repository. 2. Documents which formed part of an official transaction and were preserved for offical reference; these include documents specially made for, and those included in, an official transaction (Jenkinson). 3. The repository itself. . . 6. A collection of original records assembled in the course of the normal activities of a person or persons, or of a public or private organization; or such records from a number of different sources, and kept together to ensure their preservation. (Librarians' Glossary, p. 70)

Manuscript. A document of any kind which is written by hand, or the text of a music or literary composition in hand-written or typescript form, and which, in that form,

has not been reproduced in multiple copies. (Librarians' Glossary, p. 529)

NOTE: At Syracuse University, Archives is the collection of Syracuse University materials. Manuscripts are the materials from other individuals or organizations.

References are in alphabetical order.

Charters (Alexander N.) Adult and Continuing Education Collections, A Descriptive List of Manuscript Holdings in Syracuse University Libraries. Syracuse University Publications in Continuing Education, Syracuse University, NY USA, 1977. 204pp., 228 linear ft.

The publication provides background information about organizations and individuals important in the history of adult education in the United States. There are detailed descriptions of archival holdings for organizations and individuals.

Chmaj (Deborah R.) and Wolde (Menbere) The Laubach Collection. Personal papers of Frank Laubach and documents of Laubach Literacy, Inc. Syracuse, N.Y., Syracuse University Libraries, 1974. 91p 30cm.

In this publication an introduction referring to the life and work of Dr. Frank Laubach is followed by a listing of his personal papers according to an archieval format. Also listed are papers of the Laubach Literacy, Inc. which was founded by Dr. Laubach.

Kidd (J. Roby), Duquiet (Duncan), and Snell (Anne) directory of archieval materials in adult education. Toronto, Canada: Ontario Institute for Studies in Educaiton, 1989. 66p. 28cm.

This publication provides a description of more than 30 Canadian organizations having archieval materials of value to adult educators. More than a listing of organizations and individuals there is an interesting forward by the late J.R. Kidd and a paper on the management of records by David Rudkin.

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IV. A5 Dissertations/Theses

Dissertation, Academic. A thesis or treatise prepared a condition for the award of a degree or diploma. (Librarians' Glossary, p. 280)

References are in alphabetical order.

Charters (Alexander N.) Abstracts of dissertations and theses: Syracuse University Graduates in Adult Education. Syracuse, NY, USA: Syracuse University Publications in Continuing Education, 1979. 95p. 27cm.

The abstracts of dissertations completed by doctoral candidates in adult education at Syrcuse University between the years 1958-1979 are contained in this publication. There are a total of 22 abstracts of dissertations covering a 21 year period. Among those whose dissertations are abstracted are: Alan Knox, Lee Porter, Stanley Grabowski, and William Rivera. Approximately one third of the dissertations are written by women.

Charters (Alexander N.) Adult Education master's theses and doctoral dissertations on microfilm in Syracuse University libraries. Syracuse, NY, USA: Syracuse University Publications in Continuing Education, 1977. 159p 28cm.

A listing of many dissertations and theses completed in the U.S. from the 1940's to the 1970's. The entries are grouped under 24 categories and provide the reader with microfilm number, title, author, university awarding the degree and date conferred.

Draper (James A.) Adult education theses - Canada. Toronto, Ontario, Canada. Ontario Institute for Studies in Education, 1981. 165p. 28cm.

Primarily a listing by author and title of Masters theses and Doctoral dissertations granted by Canadian universities. This document is more than a listing in that it presents brief explanations of the concept of "meta" research and an explanation of differences in academic degress.

Phi Delta Kappan. By Phi Delta Kappa, Inc. Eighth and Union, P.O. Box 789, Bloomington, IN 47402.

Published monthly except July and August. Periodically there is an article on doctoral dissertations in adult education.

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IV. A6 Directories/handbooks/lists

There are a wide range of directories that are of interest to educators of adults. Some of the references listed under this topic have duplicate listings under other topics. They include ones that are published by associations, organizations, coordinating bodies, institutions, people, and other sponsors.

Directory. A book containing lists of names of residents, organizations or business houses in a town, a group of towns or a country, in alphabetical order, and/or in order of situation in roads, or of firms in trade classifications arranged in alphabetical order; or of professional people, manufacturers or business houses in a particular trade... (Librarians' Glossary, p. 277)

Handbook. A treatise on a special subject; often nowadays a simple but all-embracing treatment, containing concise information, and being small enough to be held in the hand; but strictly, a book of science or technology written primarily for practitioners and serving as a book for constant revision or reference.... (Librarians' Glossary, p. 380)

References are in alphabetical order

Association for Continuing Higher Education. Association for continuing higher education 85/86 directory. Knoxville, TN, U.S.A.: Association for Continuing Higher Education, 1983. 72p. 22cm.

A membership directory of both institutional and personal members. Personal membership is categorized as professional, honorary, or affiliate.

Association of Independent Colleges and Schools. Directory of Educational Institutions, 1982. Accrediting Commission of the Association of Independent Colleges and Schools. Washington, D.C. USA: Association of Independent Colleges and Schools, 1982. vi, 40p. 23cm.

A publication listing proprietary schools and junior colleges in the various states of the United States and in several other countries. The names, addresses, and telephone numbers for each school are provided along with reference to the occupational training programs offered to students.

Beaudiquez (Marcelle). Bibliographical services throughout the world in 1980. Paris, France: UNESCO, 1982. 103p. 30cm.

The information contained in the publication was obtained by means of a survey. The publication is arranged alphabetically by country giving the location, description, and function of major bibliographic agencies. A copy of the questionnaire instrument is included.

Registry of Professional and Research Interests. Commission of Professors of Adult Education, November 1982.

Charters (Alexander N.) International handbook of resources for educators of adults. Syracuse, NY, USA: Syracuse University Publications in Continuing Education, 1977. various paging. 27cm.

A handbook listing five categories of adult education resources. These are 1) social instruments, 2) institutions, 3) publications and other information sources, 4) administrative supports, and 5) human expertise.

Coalition of Adult Education Organizations. The International associates directory, 1984-1985. Syracuse, NY: Syracuse University Resources for Educators of Adults, n.d. 99p. 28cm.

The directory, published in conjunctin with the International Council for Adult Education (ICAE) is a lsiting of both institutional and individual memberships. A profiel section provides more detailed information about some of the individual members.

Coalition of Adult Education Organizations. 1985-86 leadership directory. Washington, D.C.: Coalition of Adult Education Organizations, 1985. 44p. 21cm.

The publication provides the organizational background and basic information about the CAEO. The names of the organizations comprising the coalition are provided along with the names, addresses, and telephone numbers of individuals within these organizations. An interesting feature of the publication is a section providing brief statements about the purpose and function of the organization.

Educational Advisory Services Project. Directory of Educational Guidance Services for Adults. Leicester, England. United Kingdom. 1981. 4p. 21cm.

This pamphlet is a listing of the names and addresses of educational guidance services in the United Kingdom.

European Bureau of Adult Education. Directory of adult education organizations in Europe. Amersfoort, The Netherlands. European Bureau of Adult Education. 4th ed., 1983. various paging. 30cm.

The publication provides brief descriptions of adult education organizations in 13 countries. Brief summaries of the circumstances of adult educationin each country are provided.

General Conference of UNESCO. 22nd Session. Paris. 18 August 1983. Statement of major impacts, achievements, difficulties and shortfalls for each continuing programme activity in 1981-83. Paris, France: UNESCO, 1983. 218p. 30cm.

The publication is comprised of seven chapters on such topics as education, social sciences, natural sciences, and communications. Within each chapter are a number of stated themes which are then discussed in terms of achievements and difficulties. Text is in English and French.

Giere (Ursula) and Maehira (Yasushi). Director of writers on lifelong educaiton. Hamburg, Federal Republic of Germany. UNESCO Institute for Education, 1980. iii, 62p. 30cm.

An interantional directory of writers compiled from the results of a survey. The publication provides the following information: Name, address, national location, language spoken, areas of interest, and regional focus. This publiction is well indexed.

International Bureau of Education. Direction of documentation and information services in adult education. Paris, France: UNESCO, 1975. 79p. ERIC Document ED118819

The directory was prepared as part of a comprehensive effort for improving the international network for the exchange of documentation, information, ideas, and experiences, in the field of adult education. In addition to documentation centers exclusively serving adult education, the directory lists a number of general documentation centers that offer significant information services in the subject area.

International Institute for Adult Literacy Methods. Directory of libraries and information centers in the field of literacy. 1973 edition. Tehran, Iran.: I.I.A.L.M., 1973. 107p. ERIC Document ED089092.

Included in this directory are facts regarding libraries and information centers in 24 countries having collections in the field of literacy.

Jones (David J.). Register of professional and research interests: SCUTREA. 1982. 38p. 28cm.

There are two parts to this publication. The first part is a topical index of professional and research interests. The second part is a personal index of contributers.

Kidd (J. Roby), Duquiet (Duncan), and Snell (Anne) Directory of archieval materials in adult education. Toronto, Canada: Ontario Institue for Studies in Education, 1980. 66p. 28cm.

This publication provides a description of more than 30 Canadian organizations having archieval materials of value to adult educators. More than a listing of organiztions and individuals there is an interesting forward by the late J. R. Kidd and a paper on the management of records by David Rudkin.

National Clearinghouse of Social Education. Abstract #3 (1973). New Delhi, India. Indian Adult Education Association. 5p. 32cm.

This issue of the newsletter contains an essasy by Borji Holmberg on correspondence study. This is in addition to a listing of adult education journals from various countries held by the Indian Adult Education Associaiton.

National Community Education Association. Who's Who in community education. Washington, D.C.: NCEA, 1983. 80p. 28cm.

A membership directory which is comprised of members in the United States, Canada, and several other coutries. Information is provided about the NCEA including the associations bylaws. One interesting feature is a listing of related organizations and resources.

National University Continuing Education Association. 1983-84 handbook and directory. Washington, D.C.: NUCEA, 1983. 86p. 28cm.

A detailed listing of individual and organizational members along with the particulars concerning the organization.

National University Continuing Education Association. 1985-1986 handbook and directory. Washington, D.C., U.S.A.: National University Continuing Education Association, 1986. 111p. 28cm.

This publication is a listing of the officers, committees, counsels, and divisions of the organization. Also provided are lists of individual members, by-laws, policies and procedures, publications, and the 1986 meeting schedule.

Putnam (John F.) Adult Learning Activities Terminology. National Center for Education Statistics. 1982.

Regional Learning Service of Central New York. Directory of adult and continuing education agencies 1975-1976. Sponsored by the Metropolitan Syracuse Committee on Continuing Education. Syracuse, New York, USA: Regional Learning Service of Central New York, 1976. v., 30p. 21cm.

A listing of educational and cultural organizations as well as social agencies most of which have an adult education function. The names and addresses of the directors, managers, and contact persons are provided along with a statement of educational focus and fees.

Regional Learning Service of Central New York. Directory of Adult and Continuing Education Agencies 1978-79. Metropolitan Syracuse Committee on Continuing Education.

Regional Learning Service of Central New York. Directory of adult and continuing education options in metropolitan Syracuse. Sponsored by the Civic Litearcy Project of Syracuse, New York. Syracuse, New York USA: Regional Learning Service of Central New York, 1983-84. viii, 53p. 21cm.

Regional Office for Education in Africa. Directory of adult education centers in Africa. By Documentation and Information Service. Dakar, Senegal: Regional Office for Education in Africa, 1979. xi, 245p. 29cm.

This publication written in both French and English provides information about the roles and activities of 12 regional institutions and governmental organizations in thirty African countries.

Robbins (J. Nevins) 1979 Directory of resources for the education of adults. Columbus, Ohio, USA: ERIC Clearinghouse on Adult, Career, and Vocational Educaiton, 1979. xv, 255p. 28cm.

Co-sponsored by the National Center for Research in Vocational Education and the Adult Education Association of the USA, this publication is a comprehensive guide to resources in the USA. There are three major sections concerned with the following: 1) Introduction, 2) Guide to Resources, and 3) Human, Organizational, and Material Resources.

Slansky (Dorothy A.) Directory of ERIC microfiche collections. Bethesda, Maryland, USA: ERIC processing and reference facility, 1980. 62p. 28cm.

A listing by states within the United States of colleges and universities having ERIC collections. There are briefer references to collections held by higher education institutions in other countries.

Standing Conference on University Teaching and Research in Adult Education (SCUTREA). Register of Professional and Research Interests. SCUTREA, August 1982.

Syracuse University. The Directory of Adult Education Organizations 1970. From the Library of Continuing Education at Syracuse University.

United Nations Educational, Scientific and Cultural Organization. Directory of Adult Education Documentation and Information Services (2nd Edition). UNESCO 1980.

United Nations Educational, Scientific, and Cultural Organization. Directory of adult education training and research institutions. Paris, France: UNESCO, Adult Education Section, 1980. 190p. 30cm.

Arranged alphabetically by country this directory provides assistance to anyone seeking information about training facilities. Within each country designation institutions are arranged alphabetically by appropriate lanauage.

United Nations Educational, Scientific and Cultural Organization. Directory of National Adult Education Coordinating Bodies. UNESCO 1984.

United States Department of Education. Directory of resources for adults with disabilities. By Division of Adult Education. Washington, D.C.: United States Department of Education, 1985. 93p. 28cm.

As indicated in the introduction the directory is divided into eight sections. With growing numbers of disabled persons participating in adult education the directory provides a needed source of information on resources for adult educators serving the disabled.

United Nations Educational, Scientific, and Cultural Organization. List of adult education directories. 2nd ed. Paris, France: UNESCO, 1981. 14p. 30cm.

The directories are grouped alphabetically by country adn region. There is a list of four international directories. Also in French and Spanish.

United Nations Educational, Scientific, and Cultural Organization. National adult education boards, councils, and other co-ordinating bodies. By The Literacy, Adult Education, and Rural Development Division. Paris: UNESCO, 1981. iii., 43p. 30cm.

An international directory arranged alphabetically by name of country providing the names and addresses of organizations and often, but not always, the personal names of directors.

United States Department of Education. Listing of publishers of adult education materials. By Division of Adult Education. Washington, D.C., U.S.A.: United States Department of Education, 1986. 6p. 30cm.

An alphabetical listing of publishers with a brief description of their areas of specialization.

Zidouemba (Dominique). Directory of documentation, libraries, and archives services in Africa. 2nd ed. rev. Paris, France: UNESCO, 1977. 311p. 21cm.

A very comprehensive directory in both English and French. A brief introduction is followed by national sections which are written in the langauges of each country. Basic descriptions of collections and libraries' holdings are provided.

Directory of Adult Education Periodicals. UNESCO, December 1979.

Directory of Adult Education Training and Research Institutions. UNESCO 1982.

List of Adult Education Directories. UNESCO, January 1981.

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IV. A7 Dictionaries/terminoligies/thesaurus/glossaries

In Section I, definitions are provided and the difficulty of standardizing terms is discussed. Dictionaries, terminoligies, thesauri and glossaries have been developed to assist in communication among educators of adults within a country or culture. They are also an aid in the facilitation of communication between and among those who speak different languages.

Other people may define these terms differently but it is important to have internal consistency among the terms.

Dictionary. 1. A book explaining the words of a language, the words being arranged in alphabetical order; it usually gives the orthography, pronumciation and meaning of each word. A dictionary of the wrods in a restricted field of knowledge usually gives only the

meaning. 2. In information retrieval, synonymous with THESAURUS. (q.v.) (Librarians' Glossary, p. 273)

Terminology. The system of technical or special terms or expressions peculiar to a science, art, business, or special subject. (Dictionary of Education. Good. p. 594)

Glossary. 1. An alphabetical list of abstruse, obsolete, unusual, technical, dialectical or other, terms concerned with a subject field, together with definitions. 2. A collection of equivalent synonyms in more than one language. (Librarians' Glossary, p. 331)

Thesaurus. 1. Literally, a storehouse, or treasury, of knowledge. A term which is best known through its use in the title Thesaurus of English works and phrases by P. M. Roget, first published in 1852 and frequently revised. 2. A lexicon, more especially where words are grouped by ideas; a grouping or classification of synonyms or near synonyms; a set of equivalence classes of terminology (IBM). 3. A compilation of groups of words, consisting of the links between words used in documents and words used as DESCRIPTORS (q.v.), prepared for consultation by a machine used in information retrieval. They display relations within the vocabulary based on semantics, not on orthography. A number of thesauri of the most commonly used terms in various fields have been published in order to achieve a unity of indexing terminology in their respective fields. 4. A thesaurus may be defined either in terms of its function or of its structure. In terms of function, it is a terminological control device used in translating from the natural language of documents . . . into a more constrained system language (documentation language, information language). In terms of structure, a thesaurus is a controlled and dynamic vocabulary of semantically and generically related terms which covers a specific domain of knowledge. 5. A list of descriptors. Also called "Dictionary" or "Words authority file." (Librarians' Glossary, p. 818)

References are in alphabetical order.

European Bureau of Adult Education. The terminology of adult education, by European Bureau of Adult Education. 2nd ed. Amesfoort, Niederlande. European Bureau of Adult Education, 1980. 156p. 21cm.

The publication is a tri-lingual directory of adult education terminology. Also French and German. There are over 700 terms and phrases listed in the publication.

International Bureau of Education. Consultation on the development of international information services in adult education, with special reference to thesaurus terms for adult education and to a comparative dictionary of adult education terms. 1976. 22-26 March. Geneva, Switzerland. UNESCO, 1976. 13p. 30cm.

The consultation was organized for the purpose of improving international information services through the development of the following: 1) a thesaurus of adult education terms, 2) a comparative dictionary of terms, 3) a directory of documentation and information services in adult education, 4) lists of adult education national boards, other organizations, and abstracting and indexing services.

Langner (William R.) Directory of resources for adults with disabilities. Washington, D.C.: U.S. Department of Education, 1983. 144p. 28cm.

The publication refers to both federal and non-federal resources for adults with disabilities. There are six sections listing organizations which are concerned with specific disabilities.

Putnam (John F.) Adult learning activities terminology. Washington, D.C.: National Center for Educational Statistics, 1982. 138p. 28cm.

The handbook is designed to serve as a guide for defining and describing the learning activities of adults for individuals employed in a variety of institutional settings. It is intended for those who provide services as well as those who collect data and information.

"Terms, Definitions, Organizations and Councils Associated with Adult Learning" was published by the National Advisory Council on Adult Education, England, July 1980.

A "Glossary of Non-English Terms" is included in Strategies for Adult Education, by Colin Titmus. Follett Publishing Company, 1981.

Titmus (Colin), et. al. Terminology of adult education by Colin Titmus, et. al. Paris: UNESCO, 1979. 154p. 21cm.

As indicated in the introduction the publication provides descriptions of concepts in a concise and precise manner. Also in French and Spanish.

United States Department of Education. Directory of clearinghouses serving adult educators and learners. Office of Vocational and Adult Education. Washington, D.C., U.S.A.: U.S. Department of Education, 1982. v.p. 30cm.

A directory of national and state clearinghouses and resource centers which disseminate adult education information. Mainly the information provided is name, address, and telephone number.

United Nations Education, Scientific, and Cultural Organization. Thesaurus De L'Education UNESCO: BIE. UNESCO. Paris: United Nations Educational, Scientific, and Cultural Organization, 1979. 319p. 21cm.

The publication is a French version of the thesaurus of education terminology. There are cross references from each description or term to others.

United Nations Educational, Scientific, and Cultural Organization. The UNESCO: IBE education thesaurus. 2nd rev. ed. Paris: United Nations Educational, Scientific, and Cultural Organization, 1975. 278p. 24cm.

According to the introduction the publication is intended as a guide to the descriptions used in indexing and retrieving documents of international interest. The publication provides a parallel listing of terms in English and French.

Veit (Jean). Eudised Multilingual Thesaurus: For Information Processing in the Field of Education. Paris, France: Council of Europe and Mouton and Co., 1974. 391pp. 24cm.

The first English edition of the thesaurus of terms with the purpose of maintaining cmpatibility in documentation work by education scientists of member states. The terms in the thesaurus are provided in English, French, and German with cross references to other terms.

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IV. A8 Registers of research/bibliographies/acquisition lists

There are lists of educators of adults with research interests which may include the particular areas of interest. In addition there are registers of training and research institutions.

Bibliography. The terminology of bibliography is complicated, largely because different terms have been used by different people for the same kind of bibliography, partly because a bibliography can be constructed in such a way that different kinds of bibliographical description or arrangement can contribute to its make-up. Bibliographics can be arranged in two groups: 1. Critical bibliographies (describing the physical appearance of books) and 2. Systematic or Enumerative bibliographies, the history of books, MSS and other publications arranged in some logical order giving author, title, date and place of publication, publisher, details of edition, pagination, series and literary contents... (Librarians' Glossary, p. 107)

Register. 1. The ribbon attached to a volume to serve as a bookmarker. 2. A list of signatures attached to the end of early printed books, or printed above the colophon or on a separate leaf, for the guidance of the folder or binder. A "registrum". 3. In printing, a term used when the type area on the recto coincides exactly with that on the back of the verso. The adjustment of colour blocks so that the colours are superimposed with absolute accuracy. Register is of tremendous importance in multi-colour process work. When properly adjusted the work is said to be "in register",

when not, "out of register". 4. A catalogue or bibliography; particularly, an official list or enumeration. (Librarians' Glossary, p. 696)

References are in alphabetical order.

Al-Ahram Center for Scientific Translations. Selected bibliography of Arab educational materials. Cairo, Egypt. Documentation Center for Education, 1980. 133p. ERIC Document ED193163.

This annotated bibliography cits 150 books, articles, and government publications about education in Arab states. Items cited were published in 1978 and examine education for all age groups and ability levels.

Al-Ahram Center for Scientific Translations. Selected bibliography of Egyptian educational materials, vol. 5, no. 4, 1979. Cairo, Egypt: Documentation Center for Education, 1981. 160p. ERIC Document ED204248.

This annotated listing cites books, monographs, government publications, and journal dealing with education in Egypt. Items cited were published in 1979.

Beaudiquez (Marcelle) Bibliographical services throughout the world in 1980. Paris: UNESCO, 1982. 103p. 30cm.

The information contained in the publication was obtained by means of a survey. The publication is arranged alphabetically by country giving the location, description, and function of major bibliographic agencies. A copy of the questionnaire instrument is included.

Braner (Chaim) et. al. Selected bibliography of Israel education materials. Vol. 2, no. 1, January-April, 1967. Jerusalem, Israel. Israel Program for Scientific Translation, 1967. 51p. ERIC Document ED035307.

A selected bibliography of materials dealing with education in Israel, including books, treatises, and those parts of works which treat specific problems of education.

Charters (Alexander N.) and Gschwender (Edward J.). Community Education: An Annotated Bibliography. Syracuse University Clearinghouse of Resources for Educators of Adults, Syracuse University, Syracuse, NY 13244 USA, 1979. 250pp.

Charters (Alexander N.) and Holmwood (Donald P.) Professional development for educators of adults. A bibliography. Syracuse, NY: Syracuse University Clearinghouse of Resources for Educators of Adults, 1978. 111p. 28cm.

The publication is in three sections and encompasses 24 topical areas. The materials are found in the ERIC system and the Syracuse University Library and other libraries.

Commission of Professors of Adult Education. Registry of professional and research interests. CPAE, 1982. 5p. 28cm.

The publication provides a topical listing of adult eduation professors by area of specialization and biographical information pertaining to each professor.

Ducote (Richard L.) Learning resources centers: Best of ERIC. A selected annotated bibliography. Syracuse, NY: ERIC Clearinghouse on Information Resources Syracuse University, 1977. 70p. 28cm.

There are nearly 200 Educational Resource Information Center (ERIC) documents described in this publication. They are categorized in four areas: 1) Elementary and secondary schools, 2) colleges and universities, 3) Personnel and training, and 4) special listings which include ethnic minorities, career, education, and libraries.

Jones (David J.). Register of professional and research interests: SCUTREA. 1982. 38p. 28cm.

There are two parts to this publication. The first part is a topical index of professional and research interests. The second part is a personal index of contributors.

Lang (Patricia A.) Bibliography. Clearinghouse on adult education resource materials. Washington, D.C.: U.S. Department of Education. Division of Adult Education, 1985. 4p. 28cm.

This brief listing provides the reader with information in directories, factsheets, and ERIC docuemtns. The topics covered are The Adult Education Act, Literacy, and The National Diffusion Network. Under areas of interest are such topics as: 1) Adults with disabilities, 2) English as a second language, 3) Older persons, and 4) Staff development and volunteers.

Michigan State University. Institute for International Studies in Education. Bibliographies in Non-Formal Education. East Lansing, Michigan, U.S.A. By Non-Formal Education Information Center.

The Non-Formal Information Center has produced a series of bibliographies on the topic of non-formal education.

Mirkovic (Irene) Ed. Selected bibliography of Yugoslav educational materials. Vol. 2, No. 2, 1967. Springfield, VA U.S.A.: Clearinghouse for Federal Scientific and Technical Information, 1968. 59p. ERIC Document ED035306.

A selected bibliography of works dealing with education in Yugoslavia is presented, including monographs, books, and those parts of books relevant to specific education issues in Yugoslavia.

Non Formal Education Information Center.. Non formal education and health: A selected, annotated bibliography. By Insitute of International Studies in Education. Michigan State University. East Lansing, MI USA: 1981. 56p. 28cm.

International in scope the material is presented in 9 categorical topics. Listing is alphabetical by author within each category.

Northwest Regional Educational Laboratories. Supplemental literature resources for adult career education counseling and guidance. Portland, OR: Northwest Regional Educational Laboratories, 1975. 136p. ERIC Document ED109379.

Following the same format as the original document, "Adult Career Education Counseling and Guidance Resources," the guide provides supplemental information relative to the field of adult counseling and guidance. This publication referes to 103 resources which are dated from 1963 to 1974.

Rivera (William) and Laubach (Robert S.). Literacy in the 70's: An Annotated Bibliography. Syracuse University Clearinghouse of Resources for Educators of Adults, Syracuse University, Syracuse, NY 13244 USA, 1980. 192pp.

Saad (Geti) Selected bibliography and abstracts of educational materials in Pakistan, Vol. 15, No. 3, 1981. Washington, D.C. U.S.A.: National Science Foundation, 1981. 49p. ERIC Document ED220395.

Newspaper articles, monographs, government publications, and magazine articles dealing with education in Pakistan are cited in this annotated bibliography. All items were published between April and June, 1981.

U.S. Department of Education. Readings on literacy. Washington, D.C.: Division of Adult Education, 1984. 3p. 28cm.

This is an article which originally appeared in Education Week. The readings are listed in four categories: 1) Books and monographs, 2) Other selections, 3) Articles in periodicals, and 4) Reports.

Vanwijngaerden (Frans) Handbook on the international exchange of publications, 4th ed. Paris: UNESCO, 1978. 165p. 21cm.

The publication outlines different kinds of exchange programs and deals with the international frameword for exchanges as well as providing a list of exchange centers by country.

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IV. A9 Encyclopedias/yearbooks

Encyclopedia - A work containing information on all subjects, or limited to a special field or subject, arranged in systematic (Usually alphabetical), order. Encyclopaedias may be in one volume, in which case very brief information will be given, or they may be in forty or more volumes in which the various matters will be comprehensive, usually written by experts, and sometimes containing bibliographis and illustrations... (Librarians' Glossary, p. 304)

Year Book. A volume often called an annual, containing current information of a variable nature, in brief descriptive and/or statistical form, which is published once every year. Often year books review the events of a year. (Librarians' Glossary, p. 885)

A list of encyclopedias and yearbooks related only to adult education has not been identified. The following list of encyclopedias and yearbooks have references to adult and continuing education of varying length and scope. The following list of subject headings includes some of the more frequently used terms ir the field.

Adult Education
Adult and Continuing Education
Education of Adults
Adult Basic Education
Adult Religious Education

Distance Education
Distance Learning
Distance Teaching
Nontraditional Education
Experiential Education
Extension Education
Continuing Education
Adult Vocational Education
Adult Farmer Education
Community Education
Lifelong Education
Lifelong Learning
Professional Continuing Education
Labor Education
Adult Learning
Adult Programs
Postsecondary Education
Retraining
Public School Adult Education
Migrant Adult Education
Further Education

References are in alphabetical order.

Academic American Encyclopedia. Grolier, Inc. Danbury,CN. USA: 1980. 21 vols. 26 cm.

American Educators' Encyclopedia. Edited by Edward L. Dejnozka and David E. Kapel. Westport, Connecticut, USA: Greenwood Press, 1982. 634p. 29cm.

Chamber's Encyclopedia, New Revised Edition. Oxford, England, U.K.: Pergamon Press, 1966. 15 Vols. 28cm.

Collier's Encyclopedia; with Bibliography and Index. Editor-In-Chief Louis Shores. New York, NY USA: Macmillan Education Co., 1981. 23 Vols. 28cm.

Christodovlov (A.) and Craig (T.) Joint Editors. Commonwealth Universities Yearbook, 1984. London, England, U.K.: The Association of Commonwealth Universities, 1984. 4 Vols. 28cm.

The Encyclopedia Americana: International Edition. Danbury, Connecticut, USA: Grolier, Inc. 1983. 30 vols. 26cm.

Encyclopedia Britannia. General Editor Warren E. Prerce. Chicago, IL U.S.A.: Encyclopedia, Inc. C1973. 24 Vols. 30cm.

Encyclopedia International. Editor in Chief George A. Cornish. New York, NY U.S.A.: Grolier, Inc. 1963. 20 Vols. 27cm.

The Encyclopedia of Education. Editor in Chief Lee C. Deighton. New York: Macmillan Company and the Free Press. 1971. 10 vols. 29cm.

The Encyclopedia of Educational Research. Editor in Chief Harold E. Mitzel. 5th Edition. New York: The Free Press, 1982. 4 vols. 29cm.

Encyclopedia of the Social Sciences. Editor in Chief Edwin R. A. Seligman. New York: The Macmillan Company, 1937. 15 vols. 28cm.

Europa Yearbook, 1985: A World Survey. By Europa Publicaions Limited. London, England, U.K. U.P.L. 20 vols. 28cm.

The International Encyclopedia of Education. Research and Studies. Editors in chief, Torsten Ausen and T. Neville Postlethwaite. Oxford, England, U.K.: Pergamon Press, 1985. 10 Vols. 25cm.

The International Encyclopedia of Higher Education. San Francisco, CA: Jossey-Bass Publishers, 1977. 10 vols. 26 cm.

International Encyclopedia of the Social Sciences. Edited by David L. Sims. New York: The Macmillan Co., 1968. 16 vols. 28cm.

International Handbook of Education Systems. Edited by Brian Holmes. Chichester, England U.K.: John Wiley and Sons, C1983. 3 vols. 23cm.

Goetz (Philip W.). The New Encyclopedia Britannica. Editor in Chief Philip W. Goetz. Chicago, Illinois, U.S.A.: Encyclopedia Britanica, Inc. 15th Edition, c1986. 32 vols. 32cm.

Europa Publications Limited. The World of Learning. 1984-85. By Europa Publications Limited. London, England, U.K.: Europa Publications Limited. 1852p. 28cm.

Springer (Hugh W.) and Craig (T.). Joint Editors Commonwealth Universities Yearbook 1976. Ed. by Sir Hugh W. Springer and T. Craig. London, England, U.K.: The Associaiton of Commonwealth Universities, 1976. 4vols. 28cm.

As the publication is subtitled, this is a directory of the universities of the Commonwealth and the Handbook of their association. The Commonwealth countries are alphabetically divided among the four volumes. General information is provided about the universities in each country followed by specific information about individual universities.

Yearbook of Adult and Continuing Education. Contributing Editor Phyllis M. Cunningham. Chicago, IL U.S.A.: Marquis Academic Media. Sixth Ed. 1980-81. 30cm.

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IV. A10 Government/Public Documents

Government Documents. A publication issued at government expense or published by authority of a governmental body. As used in America, any publication in book, serial or non-book form bearing an impreint of a government, whether federal, state, local, or foreign, and of inter-governmental organizations, sich as Unesco, etc. See also OFFICIAL PUBLICATION. (Librarians' Glossary, p. 369)

Public Documents. The regular offical publications of a government, containing reports, statistics, etc. (Librarians' Glossary, p. 671)

Council of Europe. A contribution to the development of a new education policy. Strasbourg, France: Council of Europe. 243p. 29.5cm.

As indicated in the forward to the publication, "This publication brings together the three main docuemtns produced as part of a permanent education project undertaken by the Council for Cultural Co-operation of the Council of Europe. The document has three main parts which are entitled: 1) Permanent education policy today, "The Siena Programme", 2) Permanent education - European experimentations, 3) the steering group on permanent education-work on consolidation.

Council of Europe. Development of adult education. Strasbourg, France, 1980. 147p. 29.5cm.

This publication is the final report of CDCC project no. 3. Project Director Henri Janne supervised the writing of the document by an editorial group. The writers are concerned with adult education, particularly in Europe, in relation to social status. The three chapters are entitled 1) Adult education taken in context, 2) Development of adult education, and 3) Prospects for the 1980's.

Council of Europe. Some conclusions from the co-operation of 14 development projects. Strasbourg, France. Council of Europe, 1985. 78p. 29.5 cm.

This publication is the report of CDCC's project no. 9. Project Editor Walter Jones is the author of this volume. Reports are presented of three co-operative monitoring groups with an appendix listing 14 development projects in various European countries. The themes the monitoring groups reported upon are: 1) Participation of women and men in discussion affecting their daily lives over a wide range of local and regional issues, 2) Responses to un-employment and to the consequences of economic restructuring, and 3) Evolution of the social and cultural roles of men and women.

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IV. All Memorabilia

Memorabilia. Memorable or noteworthy things. Also (rare) sing. Memorabile, something memorable. (Oxford English Dictionary, Vol VI. p. 329)

References are in alphabetical order

Chmaj (Deborah R.) and Wolde (Menbere) The Laubach Collection. Personal papers of Frank Laubach and documents of Laubach Literacy, Inc. Syracuse, NY: Syracuse University Libraries, 1974. 91p. 30cm.

In this publication an introduction referring to the life and work of Dr. Frank Laubach is followed by a listing of his personal papers according to an archieval format. Also listed are papers of the Laubach Literacy, Inc. which was founded by Dr. Laubach.

European Bureau of Adult Education. Survey of adult education legislation. Amersfoort, The Netherlands. European Bureau of Adult Education. n.d. n.p. 30cm.

A report in 6 chapters dealing with the topic in a broad manner. Chapter 4 has 13 separate sections on how different related issues are handled in European countries.

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IV. B Media

Media. ...2. Printed and audio-visual forms of communication and any necessary equipment required to render them usable. (Librarians' Glossary, p. 537)

Special Library. 1.(a) A library centre,maintained by an individual, corporation, association, government agency or any other group; or (b) a specialized or departmental collection within a library (Special Libraries Association bylaws revisionof 1974). 2. A collection of books and other printed, graphic or record material dealing with a limited field of knowledge, and provided by a learned society, reserach organization, industrial or commercial undertaking, government department or educational institution. It may also be a speical branch of a public library serving certain interests or occupational groups, such as a technical library; or a subject library meeting the needs of all enquirers on a given subject, such as a music library. A speical library is broadly one which is neither academic, commercial, national nor public. It is intended to serve the needs of a portion of the community requiring detailed information respecting a limited subject field. Users of such libraries often require up-to-date information promptly and their requests may be for information rather than for a book or periodical known by the enquirer to contain the information required. (Librarians' Glossary, p. 774)

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IV. B1 Electronic information systems/networks

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IV. B2 Microfilms

Microfilm. A microphotograph on cellulose film. It may be negative or positive and may be 16, 35 or even 70 mm wide and of any length, depending on the number of exposures thereon. (Librarians' Glossary, p. 545)

References are in alphabetical order.

Charters (Alexander N.) Abstracts of Dissertations and Theses: Syracuse University Graduates in Adult Education. Syracuse University Publications in Continuing Education, Syracuse University, Syracuse, NY USA, 1979. 95pp. 22 items.

Charters (Alexander N.) Adult Education Masters Theses and Doctoral Dissertations - on Microfilm in Syracuse University Libraries. Syracuse, NY U.S.A.: Syracuse University Publications in Continuing Education, 1977. 159pp. 28cm.

A listing of dissertations and theses in 24 selected categories. The title, the pagination, advisor, University, and date of completion are provided.

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IV. B3 Video cassettes

Videotape Recording. An electronic recording of sound and vision on magnetic tape. (Librarians' Glossary, p.865)

References are in alphabetical order.

Charters (Alexander N.) and Abbott (George) Adult Education Sound and Video Recordings. E.S. Bird Library. Syracuse, N.Y. Syracuse University Pubications in Continuing Education,1982. 51p. 30cm.

An introduction explains the nature of this collection of sound and video materials which cover a wide range of topics. There is personal name index which is a useful feature of the publication.

Charters (Alexander N.) Omnibus Series - E.S. Bird Library. Syracuse, N.Y. Syracuse University Resources for Educators of Adults, 1976. 36p. 28cm.

The collection described in this publication is comprised of video tapes of the original Omnibus television programs of the 1950's. The arrangement is by subject and alphabetical listing. Under the alphabetical listing the titles are arranged alphabetically.

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IV. B4 Audio cassettes

Audio-Visual Materials. Non-book materials such as gramophone records, tapes, slides, transparancies, films and filmstrips which require apparatus to render them usable. (Librarians' Glossary, p. 85)

Audiotape. A generic term designatinga sound recording magnetic tape. Also called "Phonotape". (Librarians' Glossary, p. 85)

References are in alphabetical order.

Charters (Alexander N.) and Abbott (George) Adult Education Sound and Video Recordings. E.S. Bird Library. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1983. 51pp. 30cm.

An introduction explains the nature of this collection of sound and video materials which cover a wide range of topics. There is personal name index which is a useful feature of the publication.

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IV. B5 Films/motion pictures

Film. (1) a thin, flexible, transparent strip made of nitrocellulose or cellulose acetate and coated with a light-sensitive emulsion, whether developed and printed or not; (2) a motion picture or filmstrip. (Dictionary of Education-Good p. 240)

Motion Picture. a series of still pictures taken in sequence whihc, when project intermittently upon a screen, give the illusion of continuous action. (Dictionary of Education-Good p. 375)

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IV. B6 Microfiche

Microfiche. A flat sheet of photographic film standardized (B.S. 4187:1967 and ISO/R 193) at 105 x 148mm (nominally 4 x 6 inches) and 75 x 125mm (nominally 3 x 5 inches), displaying at the top a catalogue entry, or title, readable with the naked eye, and bearing in horizontal and vertical rows micro-images of the complete text of a publication. . . (Librarians' Glossary, p. 544)

References are in alphabetical order.

Ducote (Richard L.) Learning resources centers: Best of ERIC. A selected annotated bibliography. Syracuse, NY: ERIC Clearinghouse on Information Resources Syracuse University, 1977. 70p. 28cm.

There are nearly 200 Educational Resource Information Center (ERIC) docuemtns described in this publication. They are categorized in four areas: 1) Elementary and secondary schools, 2) colleges and universities, 3) Personnel and training, and 4) special listings which include ethnic minorities, career education, and libraries.

Slansky (Dorothy H.) Directory of ERIC microfiche collections. Bethseda, Maryland, USA: ERIC processing and reference facility, 1980. 62p. 28cm.

A listing of states within the United States of colleges and universities having ERIC collections. There are briefer references to collections held by higher education institutions in other countries.

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IV. B7 Visual collection

Photography. 1. A basic printing process in which the normal principles of photography are used at some stage, e.g., photo-engraving, photo-offset, photo-lithography. 2. In REPROGRAPHY (q.v.), all the processes which use

light-radiation and base materials with coatings of light-sensitive silver salts. (Librarians' Glossary, p. 630)

References are in alphabetical order.

Syracuse University has a collection of about 10,000 photographs of people and events in several countries. They are being processed.

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IV. B8 Satellite/telecommunications

Communication, satellite. The use of one or a series of orbiting man-made satelites which are equipped to receive, amplify, and retransmit (or merely reflect from its surface) microwave signals from and to specially adapted transmitters and receivers several hundred or thousand miles apart... (Dictionary of Education, p. 119)

International Institute of Communications. The use of satellite communication for information transfer. Paris, France: UNESCO, 1975. 126p. 30cm.

The study was compiled by Edward W. Ploman for the International Institute of Communication. Intended for planners, policy makers and specialists, the study is comprised of 6 chapters and 3 appendices.

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IV. C1 Data Base Systems
1. Indexing and abstracting services

Educators of adults who have program and research interests may find indexing and abstracting services as well as bibliographies to be useful resources.

Abstracting Service. The preparation of abstracts, usually in a limited field, by an individual, an industrial organization for restricted use, or a

commericial organization; the abstracts being published and supplied regularly to subscribers. Also the organization producing the abstracts. Such services may be either comprehensive or selective. Also called "Secondary service". (Librarians' Glossary, p. 39)

Indexing Service. A periodical publication which regularly and systematically indexes the contents of periodicals and sometimes other forms of publications, either of a general nature or within specified subject fields. They are usually cumulated at regular intervals. (Librarians' Glossary, p. 415)

References are in alphabetical order.

Charters (Alexander N.) Editor. International handbook of resources for educators of adults. Syracuse, NY U.S.A.: Publications in Continuing Education, School of Education, Syracuse University, 1977. n.p. 28cm.

The resources mentioned in the handbook are organized under six lead categories. Each section of the handbook is in three parts as follows: 1) table of contents, 2) citations, and 3) index. See Indexing and Abstracting Services.

International Institute for Adult Literacy Methods. Gozideh. Abstracts and REsumes. Tehran, Islanmic Republic of Iran: I.I.A.L.M., 1984. 44p. 21cm.

As indicated on the front cover of the publication this is a collection of selected summaries from books and periodicals in the field of literacy and adult education received by I.I.L.A.M. during the year 1983. The publication is a guide to material written mainly in English and French.

University of Aberdeen. Qualified citation indexing project information retrieval program. "SOUCIT." Aberdeen, Scotland: University Training Centre, 1982. 23p. 30cm.

This publication is the users' manual to a database program which is intended to provide access to references

in educational technology literature. A significant aspect of the program is a qualified citation method of indexing.

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IV. C2 Numeric and full text

During the last decade the United Nations, through UNISET, has been concerned with national information policies. As part of this concern there has been a growing preoccuption with automated information technology. During the 1980's progress continues inthe technological aspects of information technology and data base capabilities.

Developments in both hardware and software will provide informatin specialists with a great variety ofnew possibilities in information networking both within individual nations and trans-nationally. With micro electionics developments it is presently feasible to develop self contained indigenous information systems independent of, or interactive with, large scale national and international data base establishments. Such occurances provide opportunities for many kinds of professional specialists, including adult educators, to develop disciplinary data base systems of varying size and complexity. These developments are in fact occuring regionally around the globe. Although global data base linkages are possible and in existence, it appears at this time that regional institutional developments have more significance for the individual professional practitioner in adult education. -Dengel (see Grippe)

The following information on data bases has been selected from the Data Base of Databases, through the Lockhead Dialog System: Martha B. Williams, Inc., Information Retrieval Research Lab., Coordinated Science Lab., 1701 W. Springfield Avenue, Urbana, IL 61801 U.S.A.

Dialog Information Services, Inc. Database Catalog. Palo Alto, CA: Dialog Information Retrieval Service, 1981. 32p. 28cm.

The publication explains Dialog database services and products. The main part of the publciation is an alphabetical listing of specific databases which are briefly described.

EPIE Database. Produced by Educational Products Information Exchange, USA.

This file contains descriptions and ealuations of educational software products. Software descriptions include name, supplier, subject matter, grade level, and required hardware. Softwre evaluations include opinons given by education specialists, teachers, and students.

Education Index (EDI). Produced by The H. W. Wilson Company, USA.

EDI indexes 353 ofthe key English-language periodicals in all areas of education. Areas covered include pre-school, elementry, secondary,higher, adult and vocational eduation, continuing education, educational administration and supervision, teaching aids and methods, curriculum, physical and special educaiton, and other topics of current interest.

The Publisher Connection. Produced by LINC Resources, Inc., USA.

This file contians an index to the product lines of more than 1,000 educational publishers, providing quick identificationof suppliers by curriculum area, level, format, target audience, etc.

Sankei Database System-202 (SDS-202). Produced by Sankei Shinbun Data System Co. Ltd.,Japan.

This database is a directory of all Japanese governmental agencies, educational institutions and non-profit societies. The data include the name, address, head officer, staffing, and type of organization.

The Electronic Seminar/Event Catalog. Produced by Solution Associates, Inc., USA.

This file contains a current catalog of continuing education seminars, short courses, and events. Training managers and individuals can search for pertinent seminars, register for them online, and even reserve a hotel room, if necessary.

Continuing Education Market Online. Produced by Solution Associates, Inc., USA.

This file contains a complete spectrumof statistics describing the users of continuing education. It is intended to be used in planning the schedules and locations of continuing education seminars.

Chinese Educational Resources Information System (CERIS). Produced by National Taiwan Normal Univeristy Library. NINU Library, Republic of China.

This file indexes eductinal resources. Subjects included are educational theories; curricula; teching methods; instructinal materials; school discipline; social studies; moral education; safety eduction; educational history; comparative education; educational psychology; learning; personality and adjustment; development; testing; guidance and counseling; educational sociology; educational administration; school buildings; preschool education; elementary education; secondary eduction; voctional education; technical eduction; teacher education; higher education; adult eduction; special education; physical education; health education; science education; art education; language education; etc.

Illinois Resource Network (IRN). Produced by The Illinois Resource Network Central Office, USA.

IRN contains information about the specialized knowledge of more than 4,000 univeristy faculty members at seven participating Illinois universities (Eastern Illinois Univ., Sangamon State Univ., Northern Illinois Univ., Southern Illinois Univ. atCarbondale and at Edwardsville, the Univ. of Illinois at Chicago and at Urbana-Champaign). This file can be searched to locate faculty for special project consultation, research and

development, employee training and in-service seminars, artistic performances, or evalutionof applicatons of new technology. This service is available to business, industry, and government nationwide.

PEPSY. Produced by Danmarks Paedogogiske Bibliotek, Denmark; Jyvaskyla Universitetsbibliotek, Finland; Pedagogiska Forskningsinstitutet, Jyvaskyla Universitet, Finland; Norsk Pedagogisk Studiesamling, Norway; Statens Psykologisk-Pedagogiska Bibliotek (SPPB), Sweden.

PEPSY is a Nordic database containing references to eductional and psychological literature in the Nordic countries. It is used by reserachers, students, teachers, school authorities, organizations,a nd library patrons.

HELPIS. Produced by British Universities Film & Video Council, BUFVC, England.

This file contains bibliographic recores for audiovisula materials including films, videotapes,sound recordings, tape-slide programs or slide sets with accompanying booklets, and filmstrips intended for use in institutions of higher education. All subjects studied at the degree level in British ???? (continued on p. 11 of Dialog printout but was not available at time of typing)

Swedish Behavioural Sciences (SBS). Produced by National Library for Psychology and Educaiton, SPPB, Sweden.

This file references journal articles and reserach reports in the field of behavioral science in sweden. Material is submitted by Swedish research institutions at teachers collegs and by educational departments at Swedish Universities. All referenced documents are available at the National Library for Psychology and Education.

EXTEMPLO. Produced by Karolinska Institue Library and Information Center, KIBIC, Sweden.

EXTEMPLO is an experimental electronic newsletter containing news about courses, conferences, seminars, and lectures in the field of scientific-technological information provision in the Nordic countries: Denmark, Finland, Norway, and Sweden.

Interactive Video Technology (IVT). Produced by Heartland Communications, USA.

Interactive Video Technology is a full-text monthly newsletter with the latest news ofthe interactive video market, including applications to education, training, military disciplines, point-of-sale merchandising, videodisc games, archival storage, and database publishing.

The Guidance Information System (GIS). Produced by Houghton Mifflin Co., TSC Division, USA.

The Guidance Information System is a database of occupational and educational information used in more than 4000 schools and colleges, libraries, vocational centers and private counseling firms. It includes six files: two-year colleges, four-year colleges, gradaute and professional schools, occupational information, armed services occupational information, and financial aid information.

British Education Index (BEI). Produced by The British Library, Bibliographic Services Division, England.

This file indexes the literature of education, covering not only traditional facets of primary, secndary, tertiary and further education but also adult and continuing education, student counselling, special and vocational education, child psychology, delinquency and truancy, sociological perspectives, teacher training and assessment, and womens' studies.

EUDISED R&D Data Base. Produced by Council of Europe, France.

This file contains references to recently completed and ongoing educational reserach projects pertaining to management, curriculum, economics, etc. Research data is supplied by agencies in 18 European countries. Each entry gives the following information: date; researcher; institution; abstract in English, French, or German describing aims, methods, sample and, wherever possible, results; and publications arising from the research.

Educational Sciences. Produced by Centre de Documentation Sciences Humaines du Centre National de la Recherche Scientifique, CDSH/CNRS, France.

Educational Services provides coverage of the history and philosophy of eduction, educational policy, teaching organization, educational reserach, teaching methods, teachers, orientation and goals, and the sociology and psychology of education.

Resources in Education (RIE). (Generally offered online in conjunction with Current Index to Journals in Education [q.v.] as the ERIC database.) Produced by Educational Resources Information Center, ERIC, USA.

Resources in Education indexes reports filed by contractors and grantees on the results of funded educational research, curriculum materials, and other education-related materials.

College Board. Produced by College Entrance Examination Board, Data-based Publications and Services, USA.

College Board consists of the full text of short articles prepared by College Board on choosing a college, financing a college education, and related subjects. It includes an interactive program that approximates financial need for colleges expenses and is intended for both high school students and adults.

AV ONLINE (NICEM). Produced by Access Innovations, Inc., USA.

This file covers information on nonbook educational media: 16mm films; 35mm filmstrips; overhead transparencies; video tapes; audio tapes; phono records; 8mm motion cartridges; and slides and slide sets; eventually it will also cover video-discs and software.

Australian Education Index (AEI). Produced by Australian Council for Educational Research, ACER, Australia.

Australian Education Index references literature pertaining to various aspects of Australian education. Some ofthe included topics are curricula planning, teaching, administration, management, philosophy and history of education, and policies.

Current Index to Journals in Education (CIJE). (Generally offered online in conjunction with Resources in Education [q.v.] as the ERIC database.) Produced by Educational Resources Information Center - (The CIJE database is constructed in raw data form bythe 16 ERIC Clearinghouses. Oryx Press, Phoenix, Arizona, USA publishes the hardcopy version of CIJE). ERIC, USA.

CIJE contains resumes of journal articles dealing with education and curriculum materials.

Rural Extension, Education and Training Abstracts (REETA). (This file is part of Commonwealth Agricultural Bureau Abstracts [q.v.].) Produced by Commonwealth Bureau of Agricultural Economics, CBAE, United Kingdom.

This file includes significant publictions from world literature relating to extension, educat:on and training in their application to rural situations. Topics include policy, planning and administration; curriculum development; extension, methodology and practice; personnel; attitudes and adoption; case studies. Theoretical studies are included when strongly related to these topics.

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IV. D Professional Personnel

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IV. D1 Consultants/specialists

Consultant. (1) an expert in a specialized field, without administrative authority whose advice is sought in improving an education program, the facilities offered, or methods of cooperation. (2) a professionally trained person on call to offer guidance and help in promoting and improving the educational program. see "supervisor" (Dictionary of Education, p.131)

Consultant, educational. a specialist in any area of educational work who is invited by a school official or a professional or lay group to serve as an advisor in the determination and implementation of school policies. (Dictionary of Eduction, p. 131)

References are in alphabetical order.

Association for Continuing Higher Education. Association for continuing higher education 83/84 directory. Knoxville, TN, USA: Association for Continuing Higher Education, 1983. 72p. 22cm.

A membership directory of both institutional and personal members. Personal membership is categorized as professional, honorary, or affiliate.

Commonwealth Meeting of Specialists. 1985, 6-11 January. Cambridge, England. Distance Teachign in Higher Education. Final Report. London, England, U.K.: Commonwealth Secretariat, 1985. 27p. 30cm.

The publication presents five aspects of the topic and summary recommendtions. Also included are five appendices one of which is a listing of participants.

Giere (Ursula) and Haehira (Yasushi). Directory of writers on lifelong education. Hamburg, Federal Republic of Germany. UNESCO Institute for Education, 1980. iii, 62pp. 30cm.

An international directory of writers compiled from the results of a survey. The publication provides the following information: Name, address, national location, language spoken, areas of interest, and regional focus. This publication is well indexed.

Langner (William R.) Directory of resources for adults with disabilities. Washington, D.C.: U.S. Department of Education, 1983. 144pp. 28cm.

The publication referes to both federal and non-federal resources for adults with disabilities. There are six sections listing organizations which are concerned with specific disabilities.

National Community Education Association. Who's Who in community education. By the National Community Education Association. Washington, D.C.: NCEA, 1983. 80p. 28cm.

A membership directory which is comprised of members in the United States, Canada, and several other countries. Information is provided about the NCEA including the Associations bylaws. One interesting feature is a listing of related organizations and resources.

National University Continuing Education Association. 1983-84 handbook and directory. Washington, D.C.: NUCEA, 1983. 86p. 28cm.

A detailed listing of individual and organizational member along with the particulars concerning the organization.

Syracuse University Resources for Educators of Adults. International associates directory, 1984-1985. Syracuse, NY, USA: SUREA, 1985. 99pp. 29cm.

The international associates is a program maintained by the Coalition of Adult Education Organizations in co-operation with the International Council of Adult Education. The purpose of this program is to encourage interaction of adult educators with an emphasis upon the international aspects of adult education. The directory is a listing of individuals as well as of organizations.

United States Department of Defense. Office of Dependents Schools. Overseas Employment Opportunities for Educators. By Office of Dependents Schools. Alexandria, VA, U.S.A., 1984. 22p. 28cm.

The publication is a guide to overseas employment for teachers at the elementary and secondary levels. It provides detailed information about qualifications and application for teaching positions at dependents schools.

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IV. D2 Common interest networks

Common interest network - A group of individuals or agencies which exchange information, services and ideas.

References are in alphabetical order.

Caribbean Network of Educational Innovation (Carneid). St. Michael, Barbados.

Mainly: Communication and exchange of information, training, planning, research, maintenance of national centers and coordination units.

National University Continuing Education Association. 1985-1986 handbook and directory. By NUCEA. Washington, D.C. U.S.A.: National Continuing Education Association, 1986. 111p. 28cm.

This publiction is a listing of the officers, committees, counsels, and divisions of the organization. Also provided are lists of individual members, by-laws, policies and procedures, publictions, and the 1986 meeting schedule.

Thomas (J.E.) and Elsey (Barry). International biography of adult education. Nottingham, U.K.: University of Nottingham, Department of Adult Education. 1985. 709pp. 22cm.

A lengthy introduction explains the purpose and scope of the work. Many historical figures are included whose life and work cover a period of three centries. The volume ends with lists of consultants and contributors. There are also thematic and subject indexes.

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IV. D3 Training Programs

References are in alphabetical order.

Goodwin (Carufurd D.) and Naght (Michael). Decline and renewal: Causes and cures of decay among foreign-trained intellectuals and professionals in the third world. New York, NY: Institute of International Education, 1986. 75p. 23cm.

The authors are concerned with the very important issue of obsolescence of professional and intellectual skills. The issues addressed are broader than the title suggests. Indeed, the need for continued professional renewal is just as important, if not more so, in the so called developed areas of the world.

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IV. E Associations/Organizations

Adult Education Organizations - Organizations and associations for Educators of Adults. Some of these organizations are identified by use of terms such as adult education, continuing education, or extension. Other organizations are identified with other fields and professions such as nursing and librarianship. They may have a division, department, or committee focused on adult or continuing education..

These organizations may provide educators of adults with many types of services such as: newsletters and periodicals; research papers; conferences; job placement or information.

By providing names and addresses of members they also facilitate communication and networks both formal and informal.

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IV. E1a Government - International

References are in alphabetical order.

Arab Literacy and Adult Education Organization (ARLO). Baghdad, Iraq.

Assist Arab states in building departments responsible for literacy and adult education in conjunction with social and economic development. Conduct research, pilot studies, and statistical work. Promote exchanges of experience among the arab states and other regions. Issue special publications and develop educational materials. (Yearbook of International Organizations, 1985/86) Also in Arabic.

European Bureau of Adult Education. Directory of adult education organizations in Europe. Amersfoort, The Netherlands: European Bureau of Adult Education, 4th edition, 1983. various paging. 30cm.

The publication provides brief descriptions of adult education organizations in 13 European countries. Brief summaries of the circumstances of adult education in each country are provided.

Network of Educational Innovation for Development in Africa (NEIDA). Dakar, Senegal.

Promote innovations to adopt educational systems to development needs of African member states. Unite individual educational initiatives in Africa. (Yearbook of International Organizations, 1985/86)

Regional Office for Education in Africa. - Directory of adult education centers in Africa. By Documentation and Information Service. Dakar, Senegal: Regional Office for Education in Africa, 1979. xi, 245p. 29cm.

This publication written in both French and English provides information about the roles and activities of 12 regional institutions and governmental organizations in thirty African countries. Also in French.

Southeast Asian Ministers of Education Organization (SEAMO). Bangkok, Thailand.

Promotes cooperation among Southeast Asian nations through education, science, and culture. Advances mutual knowledge within the region and the world. Promotes joint projects of mutual benefit concerning education, science, and culture. Assists in articulating education to the economic and social goals in the individual member states. (Yearbook of International Organizations, 1985/86)

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IV. E1b Government - National

References are in alphabetical order.

Directory of ERIC Microfiche Collections (arranged by geographic location. September 1980.

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IV. E1c Government- State/provincial

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IV. E1d Government - Local

Regional Learning Service of Central New York. Directory of adult and continuing education options in metropolitan Syracuse. Sponsored by the Civic Literacy Project of Syracuse, New York. Syracuse, New York, USA: Regional Learning Service of Central New York, 1983-84. viii, 53p. 21 cm.

This is an expanded version of the 1975-76 directory. The focus of the publication is the same. It is an alphabetical listing of organizations with adult education functions. The index rather than the table of contents categorizes the agencies as educational, occupational, vocational, or recreational.

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IV. E2 Non-Government Organizations

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IV. E2a Associations/Organizations-International Non-Governmental

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References are in alphabetical order.

African Association for Literacy and Adult Education. Nairobi, Kenya.

By appropriate means promotes the study and research into the problems of adult education in contemporary Africa. Acts as a clearinghouse for information. Publish and encourage publication of materials promoting the association. Encourage the association to arrange programs or events of subjects affecting the citizen. (International Organizations Yearbook, 1985/86)

Asia and Pacific Programme of Educational Innovation for Development (APEID). Bangkok, Thailand.

Promote awareness of the need for innovation and possibilities for change. Promote an understanding of processes and practices of innovation. Identify and stimulate innovative activities and cooperative action among member states. Assist member states in strengthening ongoing national programmes. Encouraging them to promote the involvement and participation of the people in making changes in education. Promote inter country exchange of experience and technical cooperation. (Yearbook of International Organizations, 1985/86)

Asian-South Pacific Bureau of Adult Education (ASPBAE). Canberra, Australia.

Provides services to non-formal educators in member countries where international assistance is required; promote development in formal education systems towards more flexibility and greater accessibility for adults. (International Organizations Yearbook, 1985/86)

Inter American Council for Adult Education (CEAAL). Santiago, Chile.

Coordinate adult education networks in Latin America. (International Organizations Yearbook, 1985/86).

Inter-American Federation for Adult Education (IFAE). Caracas,Venezuela.

Foster development of a truly democratic educational system imbued with a sense of Latin American unity and designed to ensure full enjoyment of the rightrs of the individual and society. Promote, encourage, and support all structural changes designed to facilitate execution of adult education plans and guarantee their success. Proclaim, defend, and disseminate the concept of education as a means of adapting the inhabitants of Latin America to rapidly and continuously changing world, uphold and disseminate the concept of adult education as a basic and essential factor in the success of various economic and social programmes planned for the developoing countries. Devote their efforts to having circles in Latin America accord high priority to adult education. (International Organizations Yearbook, 1985/86)

Fourth International Conference on Adult Education. 1985, 19-29 March. Paris, France. Final Report of the Conference. Convened by UNESCO, 1985. 128p 30cm.

Included in this final report are a general report, reports of the commissions, recommendations, and the declaration of the conference. Also included in the report are lists of non-governmental (NGO's) which has observors or representatives at the conference.

International Congress for University Adult Education (ICUAE). University of New Brunswick, Fredricton, New Brunswick, Canada.

Increase communication among persons active in adult education in universities around the world; assist and facilitate the holding of regional and special conferences on university adult education. (Yearbook of International Organizations, 1985/86)

International Council for Adult Education. Paris, France. 1982. Towards an authentic development: the role of adult education. Toronto: International Council for Adult Education, 1982. 184p. 28cm.

A compilation of working group, workshop, and special session reports on various topics within the overall theme of authentic development and adult eduction. Also included are addresses by organizational officials and heads of governments.

International Federation of Training Centres for the Promotion of Progressive Education. Paris, France.

Promote new methods of global adult and child education. Encourage formation of new national federations. Ensure uniformity of teaching methods. Promote projects for educators and teacher trainers. Encourage social awareness in education. (International Organizations Yearbook, 1985/86)

Regional Center for Adult Education and Functional Literacy for Latin America (CREFAL). Michoacan, Mexico.

Provide technical assistance to countries of the Latin American and Caribbean areas through training programs, studies and publications of materials on functional literacy. (Yearbook of International Organizations, 1985/86)

Non-governmental organizations with an interest in UNESCO may apply and may be selected as non-governmental organizations. UNESCO designates status in Category A, B, and C.

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IV. E2b Non-Government - National

References are in alphabetical order.

Association of Independent Colleges and Schools. Directory of Educational Institutions, 1982. By the Accrediting Commission of the Association of Independent Colleges and Schools. Washington, D.C.: Association of Independent Colleges and Schools, 1982. vi, 40p. 23cm.

A publication listing proprietary schools and junior colleges in the various states of the United States and in several other countries. The names, addresses, adn telephone numbers for each school are provided along with reference ot the occupational training programs offered to students.

Coalition of Adult Education Organizations. The international associates directory, 1984-1985. Syracuse, NY: Syracuse University Resources for Educators of Adults, n.d. 99p. 28cm.

The directory, published in conjuction with the International Council for Adult Education (ICAE) is a listing of both institutional and individual memberships. A profile section provides more detailed information about some of the individual members.

Draper, James A. National and Regional Adult Education Associations (A survey and analysis of member organizations of the International Council for Adult Education; with support from UNESCO). Toronto: ICAE, 1984.

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IV. E2c Non-Government - State/provincial

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IV. E2d Non-Government - Local

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IV. E3 Inter-governmental

Some inter-governmental organizations requested permission to observe at the 4th UNESCO Conference on Adult Education. The registration and attendance is an expression of interest in adult education. The nature of these organizations is a further indication of the expanding role of adult education.

See Fourth International Conference on Adult Education. 1985, 19-29 March. Paris, France. Final Report of the Conference convened by UNESCO, 1985. 128p. 30cm.

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IV E4 Commissions/councils/committees/coordinating bodies

There are various bodies that have a role in regulating, coordinating or advising in the field of adult education. They may be called by different names such as commissions, committees, councils, or coordinating bodies. The differences may depend on the country or culture. Within a country or culture all or more names may be used. It is well then to look at the particular role of the organization.

The following publications list some of these bodies.

Coalition of Adult Education Organizations. 1984-1985 leadership directory. Washington, D.C. U.S.A.: Coalition of Adult Education Organizations, 1984. 44p. 21cm.

The publication provides the organizational background and basic information about the CAEO. The names of the organizations comprising the coalition are provided along with the names, addresses, and telephone numbers of individuals within these organizations. An interesting feature of the publicationis a section providing brief statements about the purpose and function of the organiation.

United Nations Educational, Scientific, and Cultural Organization. Directory of national adult education co-ordinating bodies. 5th ed. Paris, France: UNESCO, 1984, viii. 167p 30 cm.

The guide is international in scope being arranged by name of country. It provides names, addresses, and activities of adult education co-ordinating bodies. The coordinating bodies are categorized as 1) boards and councils, 2) directorates and ministries, and 3) associations.

United Nations Educational, Scientific, and Cultural Organization. National adult education boards, councils, and other co-ordinating bodies. Literacy, Adult, Education, and Rural Development Division. Paris, France: UNESCO, 1981. iii, 43pp. 30cm.

An international directory arranged alphabetically by name of country providing the names and addresses of organizations and often, but not always, the personal names of directors.

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IV. F Professional Development

References are in alphabetical order.

Atherton, Pauline. Guidelines for the organization of training courses, workshops, and seminars in scientific and technical information documentation. Paris, France: UNESCO, 1975. 88p. 30cm.

This publication is devided into an introduction and four sections on planning, programming, implementing, and evaluating courses and related activities. 1The introduction provides the reader with nine critical tasks. The four sections are divided into 26 guidelines. The value ofthis publication is its high level of specificity.

Charters (Alexander N.) Information resources for educators of adutls. Occasional Paper 1979. Syracuse, NY: Syracuse University. 14p. 21cm.

This paper discusses continued professional education of educators of adults and sources of information available for this purpose

Charters (Alexander N.) and Holmwood (Donald P.). Professional development for educators of adults. A bibliography. Syracuse, NY: Syracuse University Clearinghouse for Resources for Educators of Adults, 1978. 111p. 28cm.

The publication is in three sections and encompasses 24 topical areas. The materials listed are found in the ERIC system and the Syrcuse Unviersity Library and other libraries.

Charters (Alexander N.) Professional Development in Adult and Continuing Education. A report prepared by Alexander N. Charters. Syracuse University, Syracuse, NY 13210 USA, 1970. 14pp.

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IV. F1a Institutional training programs - educational institutions

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References are in alphabetical order.

Conference on Developments in Recurrent Education. 1977, 28-32 March. Paris, France. Secretariat Systhesis. Paris, France: Organization for Economic Co-operation and Development, 1977. 34p. 28cm.

The report is comprised of five sections covering the following topics: 1) Introduction, 2) Outreach, Admission and the Response to Mature Students, 3) Educational Leave, 4) Policy at national and local levels, and 5) Implications for the Future.

Kuusisto (Elizabeth). Directory of adult education training and research institutions. 2nd rev. ed. Paris, France: UNESCO, 1982. ix, 287p. 30cm.

An international directory arranged alphabetically by country with entries in English, French, and Spanish. Information provided includes location of organization, description of training or research activity, and names of administrators or directors.

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IV. F1b Organizations - Non-educational

References are in alphabetical order.

Anderson (Eugene) The cooperative extension service, a resource for the Vo-Ag instructor. Agriculture Education Magazine, Vol. 52, No. 3, pp. 55, 59. September, 1979. ERIC Document EJ210472.

The cooperative extension service is a largely untapped resource for most vocational agriculture instructors. The co-operative extension service can provide help at three levels: 1) county agents, 2) area agents, and 3) state specialists.

Evans (A.J.) et al. Education and training of users of scientific and technical information. Paris, France: UNESCO, 1977. 143p. 27cm.

The intended users of this guide are teachers whose role is to develop the retrieval skills of those who seek scientific and technical information. There are seven chapters comprising two parts of the publication.

Louisiana State Department of Education. Louisiana adult education staff development project. Training manual.

Revised edition. Baton Rouge, LA U.S.A.: Louisiana State Department of Education, 1974. 361p. ERIC Document ED109380.

The manual is designed to be used with a basic one week training program for adult education personnel. It is not intended to guide teachers toward modifying existing programs, promoting new programs, or institutionalizing a new idea.

United Nations Educational, Scientific and Cultural Organization. Directory of adult education training and research institutions. By Literacy, Adult Education and Devlopment Division. Paris, France: UNESCO, 1980. viii, 190p. 30cm.

An international directory arranged alphabetically by name of country with entries in English, French, and Spanish. Information is provided in a general category and in areas such as professional courses, short courses, and research activities.

United States Department of Education. Digest of adult education staff development programs - June, 1985. By Division of Adult Education. Washington, D.C. U.S.A.: United States Department of Education, 1985. 32p. 28cm.

A listing of four individual state stafff development programs. Names and addresses of state adult education directors are provided as well as a lsiting of funded programs.

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IV. F2a Associations - Conferences
(See also II. Conferences/Meetings/Symposia/ Seminars/Workshops)

References are in alphabetical order.

Syracuse University Resources for Educators of Adults International Associates Directory 1984-1985. Syracuse, NY USA: SUPCE, 1985. 99p. 29cm.

The International Associates is a program maintained by the Coalition of Adult Education Organizations in cooperation with the International Council of Adult Education. The purpose ofthis program is to encourage interaction of adult educators with an emphasis upon the international aspects of adult education. The directory is a listing of individuals as well as of organizations.

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IV. F2b Associations - Seminars

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IV. F2c Associations - Exchanges/Tours

United States Department of Defense. Office of Dependents Schools. Overseas Employment Opportunities for Educators. Alexandria, VA U.S.A. 1984. 22p. 28cm.

The publicaiton is a guide to overseas employment for teachers in the elementary and secondary levels. It provides detailed information about qualifications and application for teaching positions at dependents schools.

Transitions: The Resource Guide to Budget Travel, Work, and Study Abroad. Spring 1983.

United States Department of Education. Opportunities Abroad for Educators: 1983-84 Teaching-Seminars. Washington, D.C. USA. 1984. 32p. 23cm.

A booklet describing the Fulbright teacher exchange and seminars abroad progrmas. There is informtion about eligibility, application, programs, and participating countries.

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IV. F3 Research/Statistics

References are in alphabetical order.

Charters (Alexander N.) Continuing education for educators of adults. The roles of research. Syracuse, NY: Syracuse University Publications in Continuing Education, 1977. 23p. 30cm.

A review of selected studies of adult education and the adult education process. The emphasis is upon studies of self perception and the characteristics of successful adult educators.

Commission of Professors of Adult Education. Registry of professional and research interests. CPAE, 1982. 5p. 28cm.

The publication provides a topical listing of adult education professors by area of specialization and biographical information pertaining to each professor.

Grabowski (Stanley M.) Ed. Research and investigation in adult education: 1972 annual register. Syracuse, NY U.S.A.: ERIC Clearinghouse on Adult Education, 1973. 240p. ERIC Document ED074333.

This annotated bibliography includes 528 items of research or investigation in adult education mostly dated from 1971-72. They cover 14 categories and each one is abstracted.

Jones (David J.) Register of professional and research interests: SCUTREA. 198?. 38p. 28cm.

There are two parts of this publication. The first part is a topical index of professional and reserach interests. The second part is a personal index of contributers.

Kittrell (David L.) and Lee (Jaspers) Summary of research in extension. (A compilation of abstracts for 1980-83). Starkville, MS U.S.A.: Mississippi State University, 1984. 195p. ERIC Document ED242917.

This summary describes 162 research projects dealing with extension education that were conducted between 1980 and 1983. There wre nine project categories: 1) administration, 2) agriculture, 3) accountability and evaluation, 4) community resource development, 5) 4-H and youth, 6) home economics, 7) international education, 8) personnel and staff development, and 9) volunteerism.

National Center for Educational Statistics. Program category definitions.

An unauthored listing of defintions used by the National Center for Education Statistics.

United Nations Educational, Scientific and Cultural Organization. Directory of adult education training and research institutions. Paris, France: UNESCO, Adult Education Section, 1980. 190p. 30cm.

Arranged alphabetically by country this directory provides asistance to anyone seeking information about training facilities. Within each country designation institutions are arranged alphabetically by appropriate language.

United States Department of Education. Adult education program statistics Adult Education Act, Public Law 91-230, As amended Fiscal Year 1981. By Divison of Adult Education Services, 1983. 11p. 30cm.

This is a report of the year 1981 statistics on federal support to the states under provisions of the Adult

Education Act, Public Law 91-230. The report includes a summary of federal allotments to the states since the laws inception in 1965.

Wollman (Peretz). Guidelines on the conduct of a national inventory of current research and development projects. Paris: UNESCO, 1975. 11, 49p. 30cm.

The four chapters of this publication outline the key steps in constructing a data base which would constitute a registry of current research and development activities within a national governmental entity.

V. LOCATION OF RESOURCES

> Library. 1. A collection of books and other literary material kept for reading, study and consultation. 2. A place, building, room or rooms set apart forthe keeping and use of a collection of books, etc....4. A collection of films, photographs and other visual non-book materials, plastic or metal tapes and discs, computer tapes and programs. All of these, as well as printed and manuscript documents, may be provided in departments of one large library or they may be in collections restricted to one type of material.... (Librarians' Glossary, p. 487)

Although libraries exist in most countries of the world their organization and support vary widely from country to country. Library developments within a particular country cannot be viewed in isolation from larger social, economic, and cultural conditions. For example, industrial states will have library infrastructures far different in scope and purpose from less industrialized states.

Since libraries are closely related to formal eduation, library development in particular countries may be related to devlopments in schooling at all levels. Library developments are also related to literacy development in individual countries. Literacy is defined as visual and rural literacy as well as the ability to read and write a language. Libraries will vary in their involvement in promoting literacy development.

In addition to the issue of literacy, libraries in both developed and developing countries may face similar issues in providing viewing, listening, and writing materials to multi cultural and multi lingual constituents.

The structure of library systems within individual nations may be thought of in terms of each country's educational, cultural, and political developments. In some countries library development will be extensive at the national, regional, and local levels. These developments may be within both the private and public sectors. In mnay instances library development at all levels will be largely a function of government sponsorship.

Thus, it is one intention of the Handbook to encourage educators of adults to examine library development within their own circumstances from as broad a perspective as possible - the types of libraries listed below are considered to be of particular importance to educators of adults in identifying and obtaining printed and media resources.

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V. A1a Public/Government - International

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V. A1b Public/Government - National

National Library. A library maintained out of government funds and serving the nation as a whole. Usually, books in such libraries are for reference only. They are usually copyright libraries. The function of such a library is to collect and preserve for posterity the books, periodicals and newspapers published in the country. This is bst done by a law requiring publishers to deposit copies of allpublications issued by them, and by purchasing books published in other countries. A copyright act normally has penalty clauses to enable the act to be enforced. See also COPYRIGHT, LEGAL DEPOSIT. The functions of national libraries vary considerably. They may compile union catalogues, produce a national bibliogrpahy, publish a retrospective national bibliography, or act as a national bibliographical centre.... (Librarians' Glossary, p. 575)

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V. A1c Public/Government - Regional

Regional Branch. A library which, because of its larger size and greater resources, answers reference enquiries, supplies bibliographical information, display material, and books in bulk or individually, for a group of smaller libraries in a large lcounty or urban system, as well as serving the public. Sometimes also called a "Regional library". (Librarians' Glossary, p. 695)

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V. A1d Public/Government - State/Province

State Library. In America, a library maintained by state funds, which preserves the state records and provides books for the use of state officials, books relating to the history of the state, books published by authors living in the state, and newspapers published in the state. In many states, all classes of books are purchased in order to supply any resident's needs for books or information. Books are sent by post or express to residents.... (Librarians' Glossary, p. 786)

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V. A1e Public/Government - County/Town/City/Parish

County Library. A library provided to supply the reading needs of people dwelling in the area. In America, a free public library service provided for county residents and financed from county tax funds; it may be administered as an independent agency or in co-operation with another library agency. (Librarians' Glossary, p. 244)

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V. A1f Public/Government - Community

Community Library. A major library unit containing an adequate, well-organized collection of books, serving a population of 55,000, open 48 to 66 hours a week, and having a professional and clerical staff. (American.) (Librarians' Glossary, p. 218)

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V. A2 Non-Government Libraries

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V. A2a Non-Government Libraries - Individual

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V. A2b Non-Government Libraries - Voluntary Bodies

V. A2c Non-Government - Commercial -

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V. B Adult Education Agencies

References are in alphabetical order.

University of the State of New York. A guide to educational programs in non collegiate organizations. By The University of the State of New York, 1983. 528p. 28cm.

A listing of dozens of organiztions offering educational programs recognized by the State of New York. Included are descriptions of programs, a statement of each program's policies and procedures, a list of evaluators, and an index.

Vilentchuk (Lydia). Guidelines on the conduct of a national inventory of scientific and technological information and documentation facilities. Paris, France: UNESCO, 1975. 46p. 30cm.

These guidelines cover such topics as 1) scope of the inventory, 2) inventory taking methodology and procedure, 3) output preparation and use, and 4) keeping the inventory up to date.

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V. C Associations and Organizations

VI. SUPPORT SERVICES

Support services are activities which in variuos ways facilitate the access of resources to the educators of adults.

VI. A1 Classification schemes - Education Resources Information Center

ERIC. Acronym for Education Resources (formerly Research) Information Center, a national organization, supported financially by the U.S. Office of Education, which acquires, abstracts, indexes, stores, retrieves, and disseminates the most significant educational research documents. The management responsibility and sponsorship of ERIC was moved the the U.S. Office of Education to the newly formed National Institute of Education (q.v.) in 1972. (Librarians' Glossary, p. 308)

ERIC is an information database focused upon the field of education. It provides the educational community with an awareness of and access to the education literature produced in the United States. The knowledge available through ERIC may be used by educators to improve educational practice and enhance the quality of education. In organiztional terms it is a network of 16 clearinghouses each specializing in a different aspect of education.

Knox (Alan). The ERIC Clearinghouse. NUEA Spectator, vol. 38, no. 19, pp. 17-20, March 1975. ERIC Document EJ113809.

This article traces the development, scope, and functions of the ERIC (Education Resources Information Center) Clearinghouse in Career Education since its re-organization and consolidation in 1973. Located at Northern Illinois University, it serves all segments of the field of adult and continuing education, vocational and technical education, and career education.

<Moore (A. B.) and Kreitlow (Burton). Your future information needs. Adult Leadership, vol. 25, no. 6, pp. 166-178, February, 1977. ERIC Document EJ154544.

An overview of the Educational Resources Information Center (ERIC), a nationwide information system designed to provide information and availability of current documents in the field of education, and specifically of the ERIC Clearinghouse on Career Education, now located at the Ohio State University.

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VI. A2 Classification schemes - Library of Congress

Library of Congress Classification. The scheme of classificaiton used in the main national library of the U.S.A. The outline of the scheme, held to be the greates and most modern of utilit6arina schemes, was drawn up by Dr. Herbert Putnam, in 1896, and is based in some respects on the Dewey Decimal and Cutter's Expansive schemes, the schedules being worked out by specialists in the various subjects... (Librarians' Glossary, p. 498)

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VI. A3 Classification schemes - Dewey Decimal Classification

Dewey Decimal Classification. The classificaiton devised by Melvil Dewey (1851-1931) in 1873, and first published anonymously in 1876, since when it has been revised seventeen times. Knowledge is divided into the following main classes: 0, General works; 1, Philosophy; 2, Religion; 3, Sociology; 4, Philology; 5, Natural Science; 6, Useful Arts; 7, Fine Arts; 8, Literature; 9, History .... (Librarians' Glossary, p. 270)

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VI A4 Classification schemes - British National Library

British (National) Library. The proposal to set up The British Library was made in a WHITE PAPER (q.v.) "The British Library" (Cmnd. 4572) in January 1971. The

decision accorded with the main recommendation of the National Libraries Committee, also familiarly known as the Dainton Committee chaired by Dr. F. S. Dainton, which reported in June 1969 (Cmnd. 4028). The British Library Act 1972 authorized the establishment of the Library on 1st July 1973. A number of existing libraries were incorporated to provide a large national library, at the same time leaving some specialist national libraries to function independently as heretofore. The library now consists of several sections. These are: 1. The Reference Division.... (Librarians' Glossary, p. 142)

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VI. A5 International Organization for Standardization (ISO)

International Standards. Of several international standards organizations the two most important are International Organization for Standardization (ISO) and International Electrotechnical Commission (IEC). ISO seeks to achieve worldwide agreement on international standards with a view to the expansion of trade, the improvement of quality, the increase of productivity and the lowering of prices... (Librarians' Glossary, p. 449)

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VI. A6 Universal Decimal Classification

Universal Decimal Classification. French abbreviation: CDU; German: DK. A general scheme of classification covering the whole field of knowledge. It is an elaborate expansion of the Dewey Decimal Classification which was first suggested by Senator Henri La Fontaine and Paul Otlet at the first International Conference of Librarians held at Brussels in 1895, and carried out by the Institut International de Bibliographie, now called the Federation (formerly Institut) Internationale de Documentation. It has been called the International Classificaiton, is constantly under revision, and is extremely flexible...(Librarians' Glossary, p. 857)

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VI. B Equipment/Facilities

This section considers equipment and facilities related specifically to resources.

Baird (Marcia) et. al. Dial access: A way to spread your message. Madison, Wisconsin, U.S.A.: Wisconsin University Center for Interactive Programs, 1979. 283p. ERIC Document ED181894.

This collection of 32 reports presents information on a variety of dial access systems and addresses such specific issues as programming, promotion, evaluation, and community involvement.

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VI. C Finances/Grants

References listed in alphabetical order.

Carnegie Corporation of New York: The List of Grants and Apprpriations, 1983. New York, NY U.S.A. Carnegie Corporation of New York, 1983. 44p. 22cm.

A listing of grants to universities, colleges, and other organizations in support of educational research and development.

Catalog of Federal Education Assistance Programs. U.S. Office of Education. Washington, D.C.: Government Printing Office.

Descriptions of all US Federal Government education assistance programs. General keyword-in-context index (see especially: adult; age; career; community; library; manpower; postsecondary; vocational; work; work-study). Additional indexes by: authorizing laws; administering agencies; beneficiary groups and agencies; others.

The Foundation Center National Data Book. The Federation Center. New York: The Federation Center, 888 Seventh Avenue, New York, NY 10019.

Information profile for all private foundations in the US making grants in the past year. Alphabetical listing. Listing by states in order of descending annual grants amounts. No subject index.

The Foundation Directory. The Foundation Center. New York: Columbia University Press.

Information on 2800 largest US foundations: purposes, addresses, contacts for application guidelines. Detailed subject index, including numerous adult education interests. List of local community foundations. The standard source.

The Foundation Grants Index. By Lee Noe. New York, New York: The Foundation Center.

Summary information on grants by 340 major foundations with keyword subject index, including numerous grants in various aspects of adult education.

Foundation Grants to Individuals. By the Foundation Center. New York: The Foundation Center.

Program descriptions with application procedures for 1000 foundations that make grants to individuals. Broad subject arrangement with detailed subject index, including many programs in various aspects of adult education.

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VI. D Publishers

Publications in the field of adult education are a primary resource for educators of adults. The scope and sponsorship of publications is indicated by both comercial and not-for-profit organizations.

References listed in alphabetical order.

Charters (Alexander N.) and Holmwood (Donald P.). Syracuse University publications in continuing education. 1983. 56p. 28 cm.

The publications in this listing have publication dates covering a thirty year period from the early 1950's to the early 1980's. They are arranged in 14 different series of the SUPCE and cover a wide variety of topics by many different authors.

International Council for Adult Eduction. ICAE Publications List, 1984. Toronto, Ontaria, Canada. 1984. 14p. 22cm.

A brief description of the publication of the Council. Under different categories individual publications are listed with annotations. A brief listing of publishers is provided.

Meeting of Editors of Adult Education Journals, Dusseldorf, October 19-20, 1983. European Bureau of Adult Education, The Netherlands.

U.S. Department of Education. Listing of publishers of adult education materials. By Division of Adult Education. Washington, D.C., U.S.A.: U.S. Department of Education, 1986. 6p. 30cm.

An alphabetical listing of publishers with a brief description of their areas of specialization.

Unipub. 205 E 42nd Street. New York, NY 10017.

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VI. E Evaluation

This section is on evaluation of resources for educators of Adults.

References are in alphabetical order.

Atherton (Pauline). Guidelines for the organization of training courses, workshops and seminars in scientific and technical information and documentation. Paris, France: UNESCO, 1975. 88p. 30cm.

The publication is arranged in 4 sections following an introductory section. The sections deal with planning, organizing, implementing and evaluating courses and programs. The introduction outlines 9 critical tasks for the planner. The 4 following sections provide 26 guidelines for the reader to follow.

Dulong (A). Guidelines on referral centres. Paris, France: UNESCO, 1979. 49p. 30cm.

The publication is in 4 parts including appendices. The topics covered include the definition of a referral centre, inventories and assessments of resources, and international co-operation among centres and networks.

Ellis (Patricia). A report of an evaluation study of the three-year certificate course for teachers of adults in the non-Spanish speaking Carribbean. St. Augustine, Trinadad-Tobago. Caribbean Regional Council for Adult Education (CARCAE). 1985. 80p. 28cm.

This report presents the results of a survey study which was a major part of the evalution of the certificate course. There are three appendices which provide sources of information, reference material, and a copy of the survey instrument.

Ford (Geoffrey) and Harris (Colin) Guidelines on studies of information users (Pilot Version) Paris, France: UENSCO, 1981. 42pp. 30cm.

The publication is intended to provide government planners with assistance in obtaining evaluations of information users needs in the design of information systems.

General Conference of UNESCO. 22nd Session. Paris, France. 18 August 1983. Statement of major impacts, achievements, difficulties and shortfalls for each continuing programme activity in 1981-83. Paris, France: UNESCO, 1983. 218p. 30cm.

The publication is comprised of seven chapters on such topics as education, social sciences, natural sciences, and communications. Within each chapter are a number of stated themes which are then discussed in terms of achievements and difficulties. Text is in English and French.

International Council of Scientific Unions. Study on the problems of accessibility and dissemination of data for science and technology. Paris, France: UNESCO, n.d., 102p. 30cm.

The publication discusses the collection, organization, evaluation, and dissemination of scientific and technical data through the establishment of data dissemination centres. The concluding chapter is concerned with assistance to third world countries.

Lancaster (F.W.) Guidelines for the evluation of information systems and services. Paris, France: UNESCO, 1978 v., 169p. 30cm.

The publication is described as a general guideline through which managers of informatin centre's might receive insight into the evaluation of their activities. There are five chapters covering different aspects of evaluation and appendices providing evaluation instruments.

Lancaster (F.W.) Guidelines for the evaluation of training courses, workshops, and seminars in scientific and technical information and documentation. Paris, France: UNESCO, 1975. 84p. 30cm.

This is a report intended to deal with the education of adults specifically those concerned with sciewntific and technical information. There are eleven chapters concerned with evaluation and seven appendices of bibliography and of instrumetns used in evaluation.

Poncelet (J.) Guide for the establishment and evaluation of services for selective dissemination of information. By J. Poncelet. Paris: UNESCO, 1980. iv., 71p. 30cm.

The publication is concerned with selected dissemination of information services for developing countries. Specific attention is given to the CAN/SDI software program which has been utilized in pilot projects.

Vilentchuk (Lydia) Guidelines on the conduct of a national inventory of scientific and technological information and documentaiton facilities. Paris: UNESCO, 1975. vi., 46p. 30cm.

The publication is described as a guide for taking inventory of existing resources. A brief description of the scope, methodology, and use of inventory taking comprises the main part of the document. There are appendices giving examples of instruments to be used in such studies.

Wilson (T.D.). Guidelines for developing and implementing a national plan for training and education in information use. Paris, France: UNESCO, 1980. 50p.

These guidelines are intended to provide the reader with a means for analyzing the planning, implementation, and evaluation process. They may be used in accordance with local requirements and circumstances. The six parts of the document are concerned with goal setting, identification, statement, achievement, implementation, and evaluation.

Wollman (Peretz). Guidelines on the conduct of a national inventory of current research and development projects. Paris, France: UNESCO, 1975. 49p. 30cm.

The publication has 6 chapters and appendices discussing planning, data collections, classification and indexing and data processing.

United Nations Educational, Scientific and Cultural Organization. Manual for the collection of adult education statistics. By The Division of Statistics on Education. Office of Statistics. Paris: UNESCO, 1975. 66pp. 30cm.

The publication is designed to guide those who would collect data on adult education within the framework of the International Standard Classification of Education. Instructions are given on data collection. There are definitions of adult education and other educational concepts and discussions of the interrelationship and meaning of the concepts.

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VI. F Awards/recognition

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VI. G Availability/Accessibility

Even though the resources are increasing, there is the practical problem of enabling the individual to get access to the very specific resource that is appropriate and available.

As with all lerning the learner is the key. It is the learner who in the final analysis sets individual objectives and goals. The learners must then build bridges or linkages with the resources to achieve their objectives. The linkages should be conducive to learning for all who can benefit and should be appropriate in terms of time, place, form and cost. Agenices,

teachers, administrators, librarians and an array of other organizations and people are in themselves resources and also can facilitate the arrangements between the learner and the resources. The individual should ultimately be self-directed.

Access means more than availability of the physical resource materials or items. It means a way of reaching the contents of the resources. It is possible to have a library available but it is inaccessible if there is no catalog. Accessibility should be viewed from the point of view of the user. In some ways the words "client" or "consumer" are more appropriate than adult because the focus is placed on the individual to be reached.

The task then is to facilitate the individual's or the client's access to the resources.

References are in alphabetical order.

Charters (Alexander N.). Aids to Access - Resources for Educators of Adults. Syracuse University Publications in Continuing Education, Syracuse University, Syraucse, NY USA, 1978. 28pp.

Charters (Alexander N.). Accessibility to Resources for Educators of Adults. MS9. Syracuse University Publications in Continuing Education, Syracuse University, Syracuse, NY USA, 1977. 14pp.

Charters (Alexander N.) Accessibility to resources for eduators of adults. Syracuse, New York, USA: Syracuse University Publications in Continuing Education, Syracuse, NY 13244 USA. 1978. 14p. 27cm.

A publication intended for use by educators of adults. The author provides the reader with six categories of resources as a guide for self initiated learning.

Charters (Alexander N.) Resources for educators of adults: aids to access. Syracuse, New York USA: Syracuse University Publications in Continuing Education, 1978. 29p. 27cm.

This publication describes four procedures for processing adult education materials for practitioner use. The categories as described are 1) categories of resources, 2) descriptive subject headings, 3) alpha-numeric code biographic, and 4) annotation form. There is an appendix listing resources for educators of adults.

Merriam (Sharon) and Kissinger (Pat). Efficient location of research materials in adult basic education. Adult Literacy and Basic Education, vol. 8, no. 3, pp. 121-32, 1984. ERIC Docuement EJ324850.

At the same time knowledge has been expanding efficient ways of locating information have been developed and additional sources of integrative reviews of research have appeared. This article reviews over 30 accessible sources by which adult educators can readily locate a variety of research materials.

United Nations Educational, Scientific, and Cultural Organization. Study of the problems of accessibility and dissemination of data for science and technology. Prepared by the Committee on Data for Science and Technology (CODATA) of ISCU. Paris, France: UNESCO, 1974. v, 102p. 30cm.

The study focuses on the issue of data access and dissemination in science and technology. Requirements of data analysis centers is discussed. The focus is upon the special needs of developing countries.

REFERENCES

Charters (Alexander N.). Accessibility to Resources for Educators of Adults. Syracuse, NY USA: Syracuse University Resources for Educators of Adults, 1977. 14p. 28cm.

Charters (Alexander N.) Primer of Adult Education. UNESCO. scheduled 1986

Dejnozka (Edward L.) and Kapel (David E.). American Educators' Encyclopedia by Edward L. Dejnozka and David E. Kapel. Westport, CT, USA: Greenwood Press, 1980. 634p. 29cm.

General Recommendation on the development of Adult Education. UNESCO. 1926.

Good (Carter V.). Dictionary of Education edited by Carter V. Good. 3rd ed. New York, McGraw-Hill, 1973. xix 681p. 23cm.

Grippe, Barbara (ed). The Library Newsletter. Edinboro, PA, USA: Edinboro University of Pennsylvania, Baron-Forness Library. March, 1986. 20p. 28cm.

Harrod (Leonard Montague). The Librarians' Glossary of Terms used in librarianship, documentation, book crafts and reference book by Leonard M. Harrod. 4th rev. ed. London, Andre Deutsch, 1977. 903p. 22 1/2cm.

Liveright A. A. and Haygood, Noreen. Exeter Papers. Brookline, MA: CSLEA, 1968. 141p. 23cm.

Murray, James A. H. et. al. Oxford English Dictionary. Oxford, England: Clarendon Press, 1933. 13 vols. 30cm.

Page, (Terry G.) and Thomas (J.B.). International Directory of Education. Kogan Pag, London Nichols Publishing Company. New York 1977.

Union of International Associates. Yearbook of International Organizations 1985/86. 22ed. Munchen, Federal Republic of Germany, K.G. Saur. n.p. 30cm.

United Nations Educational, Scientific and Cultural Organization Acquisition List PGI Documentation Center by PGI and Unisist. Paris. Unesco, 1984. 25p. 30cm.
This publication has served as a format guide for the printed materials in this handbook.